

**THE EDUCATIONAL SYSTEM OF CYPRUS SINCE 1960  
WITH PARTICULAR REFERENCE TO THE  
RELATIONSHIP WITH THE EUROPEAN UNION**

**CHRISTOS ROTSIDES**

**UNIVERSITY OF WOLVERHAMPTON  
SCHOOL OF EDUCATION**

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**Christos Rotsides Cert.Ed., B.A., P.G.Diploma**

A thesis submitted in partial fulfilment of the  
requirements of the University of Wolverhampton  
for the degree of Doctor of Philosophy

October 2000

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## ABSTRACT

This thesis reports on research carried out in Cyprus in 1990 s to ascertain perceptions and attitudes of educators towards the Europeanisation of education in that country. The pretext of the study was the decision by the Cypriot government to apply for membership of the European Union. A brief analysis of the history of education in Cyprus is provided, with the literature being used to provide a model of the factors and processes affecting Cypriot educational history, especially since independence in 1960.

There were two samples and research methods used in the research. One sample consisted of a set of questionnaires administered to secondary school staff in Cyprus. A number of 621 were returned for analysis, a response rate of 93%. Secondly, interviews were carried out with 16 senior educational department staff. One of the interviews was with the then Minister of Education and Culture in the Government and the then Head of Delegation of the E.U. Commission to Cyprus. The main findings indicated significant support for the idea of Europeanisation, with changes being required in the structure of the secondary education, the curriculum content as well as teaching and learning methodologies. Major change is necessary for those requirements to be met.

Following the analysis, a number of conclusions and recommendations are made to further the Europeanisation of the education system in Cyprus. Suggestions for future research as well as shortcomings in the research are noted.

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**ABBREVIATIONS USED IN THESIS**

AEDE	European Association of Teachers (Association Européenne des Enseignants)
CTC	City Technology Colleges
CTCA	City Technology Colleges of the Arts
DIKIDNE	Greek Teachers’ and Nursemaids’ Democratic Movement
EAEC (or EURATOM)	European Atomic Energy Community
ECSC	European Coal and Steel Community
EEC	European Economic Community
EL	Comprehensive Lyceum
EMU	Economic and Monetary Union
EPL	Comprehensive Multi-cycle Lyceum
EU	European Union
GCE A Level	General Certificate of Education Advanced Level
GCSE	General Certificate of Secondary Education
GNP	Gross National Product
HMSO	Her Majesty’s Stationery Office
IIEP	International Institute for Educational Planning
LEA	Local Education Authority
LEM	Lyceum of Optional Subjects
NEREU	National Education Research and Evaluation Unit
OECD	Organisation for Economic Cooperation and Development
OELMEK	Organisation of the Greek Educators of Secondary Education of Cyprus
OSCE	Organisation on Security and Cooperation in Europe
PSE	Personal, Social and economic Education
PSHE	Personal, Social and Health Education
SEA	Single European Act
SEOs	Senior Education Officers
TEU	Treaty on European Union
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
WW2	World War 2
WWW	World Wide Web



# **CHAPTER 1: INTRODUCTION: OVERVIEW OF THE RESEARCH AND THE THESIS**

## **1.1 The Personal Context of the Research**

The author of this thesis, and the original research upon which it is based, is a Greek Cypriot national. The majority of his working life, except for the time he worked in a bank, has been involved with education. He obtained his first teaching post in 1979. As an educator, he has worked as a teacher of commercial/business studies, as a student counsellor, as a teacher at the Pedagogical Institute of Cyprus (the Teacher Education Institute of Cyprus) and as an Assistant Headteacher.

Currently, he works in the Cyprus Ministry of Education and Culture, having responsibility for the organisation of entrance examinations to tertiary education in Cyprus and Greece. Not surprisingly, therefore, given this long experience and wide knowledge of Cypriot secondary education, the research builds upon his interest in current educational developments. The research thus is concerned with the perceptions of different sections of the post-primary educational establishment (Schools and the Ministry of Education) of current educational issues in secondary education. These issues are seen to arise from within Cypriot education as well as from the (hopefully) forthcoming incorporation of Cyprus into the European Union.

## **1.2 The Historical Context of Education in Cyprus**

Education in Cyprus has a relatively long history. The General Assembly of 1830, convened by Archbishop Panaretos, foresaw that “all rich citizens of Cyprus would contribute for the establishment and function of schools” (Persianis and Polyviou, 1992, pp. 37– 39), so that poor students as well would be able to go to school without paying fees. Schools subsequently were founded, based upon those contributions, and/or the financial support of the Cypriot Orthodox Church. Many rich Cypriots too sent, and continue to send, their children abroad to pursue a better education.

The contents of the Cypriot education are based upon the deep-rooted Greek Cypriot ideology, for which Persianis (1994), notes:

The basic political ideology of the Greek Cypriots was the belief that they were genuine descendants of Ancient Greeks and were inseparable part of the Greek Nation. They were proud of their origin and their history. (Persianis, 1994, p. 45).

The centrality of Greek heritage for cultural identity and survival is again underlined by Persianis (1994), who notes that:

Due to the long lasting occupation of Cyprus by various conquerors<sup>1</sup>, the Cypriots believed that their education was not only a means of achieving their personal social development, but also a means of securing national survival. This is why most families, rich or poor, according to historical documents, made sure that their children were educated. The main representative of the political ideology was the Cypriot Orthodox Church. (Persianis, 1994, p. 40).

Education remains important in Cyprus, and has continued to play an important role in the development of the Cypriot society, including after its independence in 1960. For the Ministry of Education<sup>2</sup> (1992) of Cyprus,

The corner-stone of Cypriot education was and still is the balanced development of the youngster personality by establishing facts in acquiring knowledge, developing the correct behaviour, cultivating skills, shaping ideals and principles, preparing them for a responsible life and active participation towards our continuously changing world. This is why there is a permanent effort for continuous and constant communication of all carriers who deal with education and culture. (Ministry of Education, 1992, p. 19).

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<sup>1</sup> From ancient times (from the 8<sup>th</sup> century B.C.) till its independence (16.8.1960), Cyprus was conquered and was governed by the Assyrians, the Egyptians, the Persians, the Ptolemeous, the Romans, the Byzantians (East Roman Empire), the Franks, the Venetians, the Turks and the British.

<sup>2</sup> Since November 1993, by Law 47 (I), the Ministry of Education has been renamed Ministry of Education and Culture.

In all probability, much of the quotation from the Ministry would be found in the mission statements of education for other countries. The particular focus of the research reported in this thesis, however, is that of preparation for, and participation in, a “continuously changing world”. For Cyprus, it is likely that changing world will include membership of the European Union at some near future date. This makes the European dimension in education of increased significance to Cypriot education.

Referring to the European direction of the education of Cyprus and the changes that should be implemented in its educational system, the President of the Republic of Cyprus, Klerides (1993)<sup>3</sup> stated at the House of Representatives on 11 November 1993:

Our educational policy is based on the concept that education is the basic foundation which has to maintain our national identity. But at the same time, it needs to satisfy the requirements of the economy and these of our European orientation.  
(Klerides, 1993, p. 30).

Whilst Klerides places the European orientation as the third factor behind national identity and the requirements of the economy, the content of education should always be contemporary and effective. For Cyprus this should include plans related to Cyprus participating in the United Europe and adapting its educational system towards the European educational policy. Indeed, the acceptance of the idea of Europeanisation of education is continually developing as it,

Will demand quite new kinds of dispositions, attitudes and skills, which go beyond the relatively simple issue of learning a number of languages, though that is an important aspect.  
(Kress, 1996, p. 195).

### **1.3 The Historical Antecedents of Cypriot Education**

Historically, the education system of Cyprus has been closely related to the education systems of Greece, the United Kingdom and France. The Greek connection is important due to the common ethnic origins of Cypriots and Greeks. Cyprus, additionally, was a

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<sup>3</sup> Glafkos Klerides was elected President of the Republic of Cyprus on 14 February 1993 for a period of 5 years. In 1998, Klerides was re-elected for a period of another 5 years (until 2003).



British colony from 1878 until 1960, when the island gained independence. The British links remain strong, partly due to the continuing presence of British forces (and holidaymakers and homeowners!) and the ongoing esteem in which the British education is held. The French connection is there because, under British rule, “primary education was administered by the British and secondary education was a private matter for the church and the community” (UNESCO, 1997, p. 18). Consequently, alternative conceptions and frameworks of secondary education were utilised, particularly from France. The French connection is made clear in the UNESCO report (1997), when it writes,

In his 1971 report on Cypriot education, Professor Wedell quoted Dr. Koutsakos of the Cyprus Ministry of Education as writing:

Until a few years ago, the approach and methods in secondary education were determined decisively by one education style (the French Educational systems) which was, and continued to be, a system based upon highly concentrated material controlled by examinations and degrees. Within this system, the student in each form must at all costs achieve a certain level of achievement and cover a certain amount of material or else be obliged to remain in the same class. (UNESCO, 1997, p. 28).

Even today, the examinations focus in education remains strong, as does the central control and management of the educational system by the Cyprus Ministry of Education. The research, consequently, has to relate to these historical links (e.g. central curriculum control) and their resulting impacts upon schooling in Cyprus.

The thesis is forward looking also. A major research focus was concerned with eliciting the current state of knowledge and attitudes of Cypriot educators towards the European Union which Cyprus hopes formally to join early in the twenty first century. This element of looking ahead means that the research was based within a constructivist tradition of research (see 1.6 below and Chapter Four). The research sample was asked to either report or develop their responses to something (“Europeanisation of education”) that may not have previously considered to any great extent.



## 1.4 Justification of the Research Focus

Education can be considered one of the most dynamic functions in a society. In any society with organised education, the mission of education is not only the incalculable of existing knowledge, skills and culture, but also the dissemination of new ideas, perceptions and prospects. A significant dimension of education, and to which special mention must be made in this thesis, is its potential for promoting awareness and understanding of other nations and cultures, so potentially contributing to the reduction of conflicts between nations.

The organisation of education and the development of adequate educational programmes in our today's dynamic and pluralistic world, of course, are not an easy task. It becomes even more problematic if we take into consideration the difficulties that a modern educational system would have to face. The International Encyclopedia of Social Sciences (1968) noted that:

As a society undergoes industrialization and modernization, its instruction of the young becomes extensively differentiated, internally complex and elaborately connected with other features of society.

(International Encyclopedia of Social Sciences, 1968, vol. 4, p. 510).

A significant factor for European countries, and which influences them towards closer cooperation, are the perceived common roots of European civilisation, despite “the idea and ideal of Europe remain as murky as ever” (Judt, 1998, p. 65). Nonetheless, wishing to stress the value of the common cultural roots of the European developmental direction, Theophilides (1992) writes:

Europe has always been a social, political and economical reality. European nations have rich historical traditions and common cultural roots. This cultural tradition has its roots deep in the classical antiquity, the Christian model of life, and the liberal political ideals. The European cultural tradition is expressed through philosophy, science, education and art which have been developed in the European area and are summarized in the concept of harmony and correct expression, in the quality and the characteristic of living together with reality, beauty and moral. The cultural tradition of the old Continent is continuing in our days and revives in the values of the new

Europe, which are basically freedom, creativity and solidarity. With the decisions that have already been taken, it is certain that Europe will continue its evolution, a development in the service of people, a development that assures to humanity better life and work conditions.  
(Theophilides, 1992, p. 109).

The creation of the European Economic Community and later the European Union, has emphasised the desirability of education in European countries taking on “the European Dimension in Education” (to aid readers, a brief account to the European Union educational policy is provided in Appendix 1, page 203). Kakavoulis (1993), notes:

The direct relation between the European Unification and Education has led to the idea of the European Dimension in Education. It is an educational policy by which the educational elements (knowledge, trends, values) are introduced to the various sections of European school systems (analytical programmes, school books, instructive means, school administration, organisation of school life, training and training of teachers). Through the above elements, the European conscience is developed to the youth, in conjunction with the development and education of their national and cultural identity.  
(Kakavoulis, 1993, p. 7).

This preference for a wider understanding of the European dimension of education forms a major focus of the research reported in this thesis.

## **1.5 The Research Related Literature**

This thesis has three claims to originality. The first, most straightforward claim is in the direct use of stratified research samples to elicit views on what the Europeanisation of education means for secondary education in Cyprus. The second claim to originality lies the development of a set of recommendations designed to take the process of Europeanisation further in Cypriot secondary education.

The third claim to originality lies in the substantial use of Greek literature in the research. To the knowledge of this research, whilst there might be translations of individual pieces of the work of the different authors, there has been no whole-scale translation of Greek

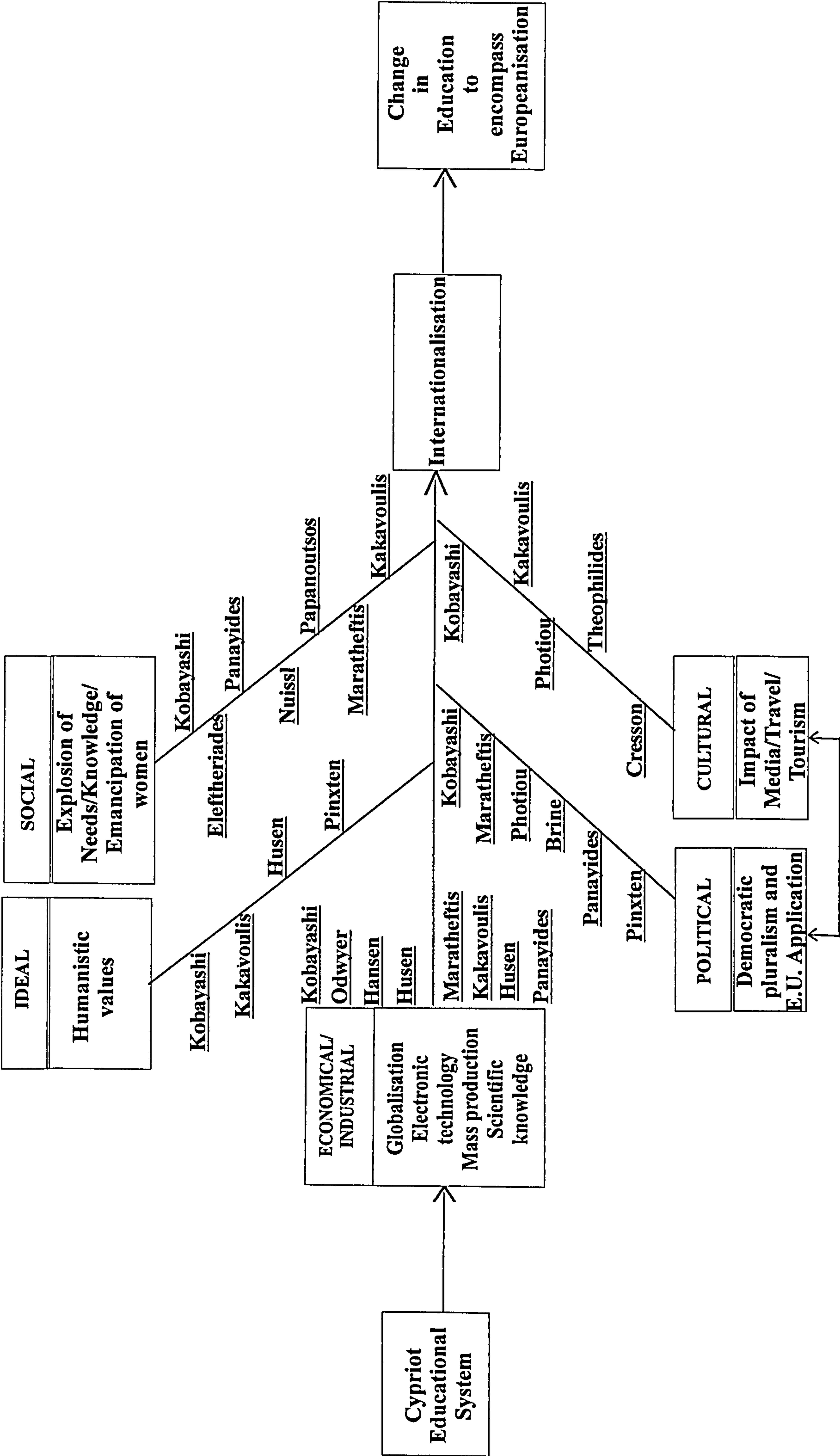
authors on education and the meaning of Europeanisation. Many of the authors are being brought to an English speaking audience for the first time. Whilst their writings may be imbued with idealist conceptions of education due to the long history of this ideology/philosophy in Greek history, their comments remain relevant and pertinent to the consideration of Cypriot education that has many common traditions with Greek educational thought.

The literature review in Chapter 3 makes use of a theoretical frame-work derived from Kobayashi (1986) of the five key clusters of factors that are relevant to the Europeanisation of Cypriot education. The five clusters of factors are the economic/industrial, the social, the political, the cultural and the idealist factors. Diagram 1 (next page) shows the distribution of the contribution of the Greek and other authors to the five factors. As this diagram was compiled in the initial stages of the research, there was no intention at that stage to prioritise some factors as being more important than others. Later on in the thesis (Chapter 6) however, there is some discussion of the relative significance of the factors leading to a revision of the diagram to give some concept of the relative significance of the factors. The presentation uses a cause/effect diagram (Ishikawa 1985, Kanji and Asher, 1996) in order to show the five factors coming together to “push” Cyprus into applying to join the E.U. and to make changes to the education system in line with that application.

With regard to the literature, it should be noted that the author is fluent in reading and writing in both Greek and English. Whilst dictionaries - especially English ones – have been used, much of the translation has been carried out naturally. Greek has a similar sentence structure to English, which makes translation a relatively easy, if time-consuming task for the author. Where necessary, some minor linguistic alterations have been carried out to make the meanings clearer and the translation acceptable in English.



**Diagram 1**  
**The Internationalisation of Education in Cyprus: Analysis of Relevant Literature**  
**Cause and Effect Diagram**





## **1.6 The Overall Philosophy of the Research**

It has to be accepted that clarity about the definition and content of Europeanisation remains patchy. Judt (1998, p. 65) emphasises that “the idea and ideal of Europe remain as murky as ever”. Consequently, researching the European dimensions of education in Cyprus necessitated relevant research samples being asked to articulate their perspectives upon the Europeanisation of the education, including the curriculum dimensions. In bringing forth this articulation, however, it has to be accepted that the views and attitudes of the research samples were to some extent constructed in the process of responding to the research. In constructing their specific responses, however, the respondents drew upon their cultural heritage, current experiences and their current constellation of attitudes, values and beliefs. In stressing the value of such a constructivism in educational research, Pitman and Maxwell (1992, p. 738) recite the views of Guba and Lincoln, according to whom “there is no reality except that created by people as they attempt to make sense of their surroundings”.

The constructivist approach taken here is very similar to the constructivism developed in learning theory which sees learning not just as an assimilation, but involving the active creation of the necessary memory trace and its integration (or not) into existing theoretical frameworks and approaches the respondents may have. According to Husen and Postlethwaite (1994, vol. 2, p. 1049), constructivism in learning emphasises that “learners do not passively receive information but instead actively construct knowledge as they strive to make sense of their worlds”.

## **1.7 The Structure of the Thesis**

The specific research goals of this thesis are:

- (a) To investigate the implications of the internationalisation of education with particular reference to the European dimension in education. The investigation of the content of the internationalisation of education also includes the study of various theoretical works concerned with the internationalisation of education.

- (b) To gather and analyse views on the existing Cypriot educational system in order to notice which elements of it continue to serve the Cypriot students and which do not.
- (c) To identify changes that will need to be introduced to the Cypriot educational system in order to be adapted towards the European dimension of our era.

In order to fulfil these aims, the thesis begins with a critical review of the literature on the historical evolution of the Cypriot education and the factors which have influenced and formed it, and the content of the internationalisation of education, including the various theoretical aspects about internationalisation of education. This critical review of the literature is presented in Chapters Two and Three.

Chapter Four explains and justifies the research approach taken. There were two main tools of investigation, these being a questionnaire to school-based educators, and interviews with senior education officers<sup>4</sup>, the Minister of Education and Culture and the Head of Delegation of the E.U. Commission to Cyprus<sup>5</sup>. Chapter Four also explains the modes of analysis that were carried out on the data.

Chapter Five contains a discussion of the main findings, though the research findings themselves are presented in the Appendices 7 and 8, pages 239 and 325 respectively. The findings are discussed both in relation to the literature review and necessary changes required for the Cypriot educational system to fully address and embrace the European dimension in education. Chapter Six consequently contains the conclusions and recommendations<sup>6</sup>.

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<sup>4</sup> According to the existing rules which cover the function of the Cypriot education published by OELMEK, an acronym for the organisation of the Greek Educators of Cyprus (1999, pp. 191 – 195), senior education officers undertake the inspection, guidance and evaluation of teachers. In addition, they are responsible for the execution of educational studies and researches, examinations, counseling and vocational orientation.

<sup>5</sup> During the period this research was carried out, the Minister of Education and Culture was Mrs Claire Angelidou. The Head of Delegation of the E.U. Commission to Cyprus was Mr Gilles Anouil.

<sup>6</sup> It should be mentioned that this thesis was based on the education of the Greek Cypriot Community only. On the 20<sup>th</sup> of July 1974, Turkey invaded the island and currently occupies 40% of the Cypriot territory.

**CHAPTER 2: THE DEVELOPMENT OF EDUCATION IN CYPRUS:  
A BRIEF HISTORY**

**2.1 Introduction**

According to Duverger (1990, pp. 14 - 31), the sources available for a researcher to use in constructing a history are many and various. These sources include books and articles, the press (newspapers and magazines), and the state official records (the publications of various Ministries and other State Organisations as well as the Government Official Gazettes). For the purposes of the present thesis and this chapter, as well as for Chapter Three, all these sources have been used. Not surprisingly, given the relationship between Cyprus and Greece, a large number of key texts are in the Greek language. Where this is so, the researcher has translated the works of these authors for use in the thesis.

In order to understand how the education of Cyprus has been developed, it is helpful to present its evolution from the first efforts towards organising education in Cyprus on a systematic basis until today. A Chronological Table of the periods of Cypriot education (according to Grand Cypriot Encyclopedia, 1986, vol. 5, p. 14)is presented below:

**Table 1**  
**Chronological Table of the Periods of Cypriot Education**

<b>700 B.C.</b>	<b>- 1571</b>	<b>The Misferical Epochs</b>
<b>1571</b>	<b>- 1878</b>	<b>The Turkish Period</b>
<b>1878</b>	<b>- 1960</b>	<b>The British Period</b>
<b>From 1960</b>		<b>Independent Republic</b>

Whilst this thesis recognises the significance of the earlier periods, particularly that of British rule, the focus of the research and thesis is upon education in Cyprus since 1878.



## **2.2 Education in Cyprus until the Beginning of the British Period**

### **2.2.1 The Misferical Epochs in Cypriot History (700 – 1571)**

Although the documentation of education in ancient Cyprus is very difficult, one can notice that some form of education existed even from the early ages. The Cypriot attitude towards education is supported by intellectual as well as artistic creations created during the ancient time through to the middle ages. The Grand Cypriot Encyclopaedia (1986, vol. 5, p. 14), notes that preserved documents covering the antiquity demonstrate that “a number of Cypriots knew how to read and write”. The Ministry of Education (1992, p. 5) too notes that “from early history Cyprus made its own contribution to the development of the Greek culture and education”, though the contribution is not specified in detail.

### **2.2.2 The Turkish Period (1571 –1878)**

The first major efforts towards organising education in Cyprus on a systematic base, “started in the 18th century during the Turkish sovereignty” (Grand Cypriot Encyclopaedia, 1986, vol. 5, p. 23). Writing about the circumstances which permitted the organisation of the Cypriot education during the Turkish occupation, Spyridakis (1972), notes:

The Cyprus conquest by the Turks (1571) led the island during the first two centuries to a complete mental depression. From the middle of 18th century there was a relaxation of the strict Turkish governing to all the occupied areas by the Turks in Europe and Asia because of the pressure imposed by the great forces, especially that of Russia. This relaxation gave permission to education in Cyprus to become organised by establishing schools.  
(Spyridakis, 1972, p. 166).

During this Turkish period, the Archbishop of Cyprus became the leader of the Cypriot people. In doing so, he became “the real guide of Cypriot life” (Maratheftis, 1992, p. 13). The Archbishop had executive power within the Autocephalous Orthodox Church of Cyprus for the organisation and growth of the Cypriot education that occurred during this period of Turkish rule. The Church, the guardian of the national, religious and



cultural traditions, reinforced the movement in Cypriot education towards the idealistic Greek educational philosophy, which according to Persianis (1994, p. 35), aims to the development of “good Greeks and Christians”. This influence of the Orthodox Church of Cyprus upon the developing but still nascent national identity too is underlined by Persianis (1991, p. 19). During the later Turkish period, the Church was pushed “to give more importance to the education of its people, and at the same time, to the preservation of its language and the strengthening of its national sentiments”.

## **2.3 The British Period of Rule (1878 – 1960)**

### **2.3.1 An Increased Interest in Education**

After the transfer of Cyprus to the British by the Turks in 1878, and with the start of the British sovereignty, the prevailing conditions in education altered. The British showed an interest in “improving” the Cypriot society and upgrading of the educational level of Cypriots. During the British sovereignty, at the same time, the living standard of Cypriots got better, encouraging the development of beneficial attitudes to education. Thus, apart from the “idealistic” Greek educational philosophy, the “pragmatic” British educational philosophy influenced Cypriot educational policy as well<sup>7</sup>. Even recently, Persianis (1994, p. 46), felt able to write that the factor which have most influenced the Cypriot education is “the fact that the island was a British colony with strong economic ties with the United Kingdom”.

According to Maratheftis (1992, p. 12), Cypriot education during the British Sovereignty “was characterised by an open and dynamic system”. When the British took over the government of Cyprus from the Turks in 1878, Greek Cypriot education presented a very poor state as to the number of schools, pupils and academic standards. By the last years of Turkish period in Cyprus, there were “37 schools, with only 3 for

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<sup>7</sup> Panayiotis Persianis (1994, p.p. 33 - 37) refers to the British educational philosophy as “pragmatic” in his book “Aspects of the Cypriot education by the end of the 19th and the beginning of the 20th century”. By this term, Persianis defines the educational philosophy of England as rational and not idealistic, aiming not to create intellectual individuals, but to respond to the political, economic and manpower requirements of the British State and Cypriot society.

secondary education with 1,278 students” (Maratheftis, 1992, p. 14). On the same subject, Maratheftis notes that,

In contrast with its predecessor (the Turkish Government), which was completely indifferent as regards to the Greek Cypriot education, the British Government showed from the beginning a relevant interest. It appointed a School Inspector, who later (1929) was renamed Director of Education. It showed a willingness to assist financially the Greek schools and put forward an administrative mechanism supported by the cooperation of the Cypriots and their Church, together with the British Governors and the School Inspector.  
(Maratheftis, 1992, p. 30).

It is interesting to compare the activities of the two conquerors (Turkey and Britain) towards education, for by the end of the British period of rule in 1960, there were 525 primary schools educating more than 64 thousand students. Also 37 secondary schools catering for more than 21 thousand pupils were built (Grand Cypriot Encyclopedia, 1986, vol. 5, pp. 28 - 29).

### **2.3.2 The Objective Conditions of Cyprus During the British Rule**

According to Persianis (1991, p. 7), the development of education of Cyprus during the British Sovereignty was significantly affected by objective conditions which predominated at that time and which were: “the social, economical and professional conditions”.

During the early stages of British Sovereignty, the prevailing conditions did not permit the adaptation of education towards the demands of Cypriot economy. The Cypriot economy was based on agriculture with the majority of the Cypriots earning their living by cultivating their fields. Persianis (1991), notes:

According to the census of 1946, from the 133,682 male population of Cyprus, 66,236 were occupied with agriculture. The majority of the whole population lived in agrarian areas.  
(Persianis, 1991, p. 31).

In spite of the attempts of the British government to help the Cypriots to develop agriculture, the Church of Cyprus was against agricultural education, insisting upon a classical education. Consequently, the persistence of a classical education for the Cypriot youngsters hindered the development of a vocational and agricultural education despite such education favouring the financial situation of Cyprus at that time. Persianis (1991) notes that:

Humanist and ideology, for instance, did not favour the establishment of agricultural schools, which were mostly needed in a rural country, like Cyprus. The attempts of the Colonial Government to promote the agricultural education failed because of the strong ideologies which fought against this type of education.  
(Persianis, 1991, p. 31).

Nevertheless, the attempt for a classical education did not apply to the whole population of Cyprus. The economic situation did not permit the extension of education for everyone up to the desired standards. Persianis (1991, p. 31) notes that the financial conditions “made impossible the application of some ideological aspects for education. Compulsory education for example never applied during the British Sovereignty”.

### **2.3.3 Other Conditions which Affected the Evolution of the Education of Cyprus during the British Sovereignty**

In Cyprus, in addition to the above situation, the other conditions which influenced the educational evolution were imperialism, the strategic position of Cyprus in the Mediterranean, the ongoing conflicts between neighbours and the desire for national identity and self-determination. Not surprisingly, these factors, whilst conceptually separate, did not interact with each other.

#### **2.3.3.1 Imperialism**

Imperialism, according to Babinotis (1998, p. 782), is “the political behaviour of extending a country's influence over a less powerful ones”. Before its independence in



1960, Cyprus, bore imperialism by the Turks and later by the British Sovereignty. Cyprus was influenced by the attitudes of these countries, and more particular by their social and educational behaviours. In particular, there was a process of emulation of developing educational systems modelled on the educational system of philosophies of the imperialist countries, particularly Great Britain. Maratheftis (1992), notes that during the British Sovereignty, the British educational policy aimed:

- to restrict the influence of the Church,
- to control the Greek nationalism at schools,
- to promote the teaching of the English language, and
- to introduce the educational system of England.

(Maratheftis, 1992, p. 49).

In ideological terms, as we shall see in Chapter Three, the downgrading of indigenous culture and values was a key part of the political processes of domination associated with imperialism.

### **2.3.3.2 The Strategic Position of Cyprus**

Although the geographical location affects and differentiates directly the political and economical situation of a nation, it influences the educational function as well, providing a context for intergenerational cultural transmission. Regarding this important socialisation role of education, Maratheftis (1986), notes:

Education, as a social function, has been created from the need of a society to perpetuate its existence, transmitting to its new members its culture, habits and traditions in order to enter creatively in the entire society.

(Maratheftis, 1986, p. 12).

On the same subject, Madamopoulos (1991), states that:

The desire for knowledge and truth, the love for science and research, are prepared by one mechanism and preserved by one purpose: education. Education develops also the psychosomatic human skills, by helping them to become personalities capable for social activities and transfers methodically the ancestral experience, the habits, the traditions and the values of a society for its new members.

(Madamopoulos, 1991, p. 125).



Stressing the important role, however, that geographical location plays to the evolution of a nation, Sir David Hunt (1990, p. xv) has noted that “geography is destiny”. Strategically Cyprus lies on the north-east end of the Mediterranean and between three Continents: Europe, Asia and Africa. Although Cyprus is distant by 72 km from Asia and 266 km from Europe, it is considered to be an inseparable part of Europe, being at its south-east extremity. This attachment to Europe is primarily due to the Greek influence and civilisation developed since ancient years and maintained to our days, in spite of the efforts from other neighbouring nations to influence it<sup>8</sup>. The Turkish community which exists in Cyprus had little influence on this European aspect<sup>9</sup>. Hunt (1990), notes that:

It would be quite wrong, however, to suppose that Cypriot civilisation has had no definite character of its own. At least from the end of the second millennium B.C., which is the period when Greek settlers arrived in the island, the line of cultural tradition has run clear down to the present day.  
(Hunt, 1990, p. xv).

Spyridakis (1972), justifies the reasoning why Cyprus is considered as a European country:

Although Cyprus is geographically nearer to Asia, it is a European country. The life style and the mentality of Cypriots are prominently European. The Turkish minority (18%) gradually and steadily abandons the Asian life style and eastern mentality and adapts towards the European life style of the Greek inhabitants of Cyprus. The prevailing language in the island is Greek which is used by the Turkish Cypriots as well.  
(Spyridakis, 1972, pp. xii - xiii).

The strategic nature of Cyprus as a “base” for both defensive and offensive activities in the region was a key factor in British Imperialism.

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<sup>8</sup> Information about the size, the population, the name and the first inhabitants of Cyprus are presented in the Appendix 2, page 205.

<sup>9</sup> The Turkish community of Cyprus is the result of its conquest by the Turks in 1571. Apart from the above minority (18%), today in Cyprus there exist another three small religious communities which are recognised as minorities. These are the minorities of Maronites (4,800 persons), Armenians (2,250 persons) and Latins (1,100 persons).

### **2.3.3.3 The Ongoing Conflicts Between Near Neighbours**

The particular geographical location of Cyprus however, remains a key factor to its destiny. Its middle-east position, a sensitive position in conflicts between nations, has strongly affected the development of the island. Referring to the Middle East as especially sensitive area since antiquity, Pavlides (1991) notes that:

Being a meeting point but very often causing conflicts between East and West, the Middle East area always took into consideration the even greater strategic importance of the island of Cyprus.  
(Pavlides, 1991, vol. A, p. 9).

This re-emphasise strategic location as an important factor in the island being subjected to imperialism rule, especially by the British, who saw Cyprus as a key regional base for their imperialist activities.

### **2.3.3.4 The Desire for National Identity and Self-Determination**

As we have already noted (1.2 above), education in Cyprus has played an important role in preserving and promoting its national and cultural identity, in spite of the invasions. In recognition of this, Kefala (1995, p. 30), emphasises that “Cypriot education holds a remarkable place in the long running and very troubled course of Cyprus for its national and cultural survival”.

### **2.3.4 The Influence of the Greek Government**

According to Persianis (1991, p. 7), a factor which influenced the Cypriot educational policy during the British Sovereignty, was the institutions. The Greek Government, one of these institutions, has also notably contributed to the strengthening and extension of the Greek driven education. Persianis (1991, p. 27), mentions that both the elementary schools as well as the secondary schools “were treated as identical to the schools in Greece, introducing the Greek analytical educational programme”.

Apart from the Greek Government, it is necessary to note that the Cypriot education has been supported by various other Cypriot and Greek private institutions from abroad, by reinforcing it financially. Maratheftis (1992, p. 50), notes that “private institutions, assisted financially the schools of Cyprus”. Such minor institutions were the Cypriot Fraternity of Egypt, the Greek Philosophical Association of Constantinople, the Greek-Cypriot Organisations in America and South Africa.

### **2.3.5 Other Institutional Contributions to Education During the British Rule**

The other institutions referred by Persianis (1991, p.7), to as having influenced education during the British Sovereignty are the “Orthodox Church of Cyprus and the Missionary Schools”.

#### **2.3.5.1 The Orthodox Church of Cyprus**

The Orthodox Church of Cyprus contributed to the educational system of the island by founding and maintaining schools in order to preserve and strengthen the Greek Christian education. Maratheftis (1992, p. 49), writes that the majority of the Cypriot High Priests understood that the maintenance of the Orthodox Church in Cyprus would have been impossible “without the maintenance of the Greek language and the culture of the national convictions”. That is why The Church of Cyprus, during the British Sovereignty, gave great importance to education by founding schools, especially secondary schools.

#### **2.3.5.2 The Missionary Schools**

It is recorded that the Missionary Schools, founded in Cyprus by foreign religious delegations for teaching mainly foreign languages, were a challenge for the Cypriots to establish their own schools in order to compete with the foreign ones. That is, the implied challenge of alternative religions was more of a theoretical threat than an actual one, but was none the less treated as though it were a real threat. Persianis (1991),



relates the following:

The influence of other churches on the Greek education of Cyprus was rather insignificant. A few schools founded by religious missions educated a rather small number of children. Their meaning lies mainly to the fact that there was a motivation during the 19<sup>th</sup> century and a challenge during the 20<sup>th</sup> century for the Greek population of the island. Thus, a school founded in Larnaca in January 1845 by the French Missionary Company of St Joseph, by the initiative of the French Counsellor in Cyprus, Regnault, motivated Larnaca's Greek population to found a Greek school for teaching Greek and French. (Persianis, 1991, p. 26).

### **2.3.6 Conclusion to the British Period of Rule**

Whilst ensuring their dominance, and taking care to promote British educational structure and schooling, the British too allowed some latitude for educational developments by others. The strong primary education system handed over by them in 1960 testifies to their dominance, but also to their concern for the education of other countries under their control.

## **2.4 The Educational System of Cyprus from its Independence in 1960 to the Present, when Cyprus Applied to Join the European Union**

By the declaration of Cyprus as an independent state, education is now an exclusive duty of the Republic of Cyprus. New laws and new rules since 1960 govern the function of the Cypriot education. Maratheftis (1992) notes that:

Before the declaration of Cyprus as an independent state, on the 16th of August 1960, all the factors that influenced the formation of the Cypriot educational system during the British Sovereignty underwent important changes. Some factors were not valid any more, whereas others changed in the concept of content, and their influence became essential. Besides the changes which occurred in the historical conditions, more new factors were added. (Maratheftis, 1992, p. 52).



As regards the ideologies, the nationalism which aimed at the union of Cyprus with Greece changed. Instead, the ideology now aims at the maintenance of the national and cultural identity of Greek Cypriots. The ideology of intellectualism, giving a great importance to the spiritual over the manual work, does not any more significantly influence the educational system of Cyprus. Instead, increasing importance is given to the technical and vocational education, as this type of education is demanded by the world of work. Humanitarianism, which during the British Sovereignty aimed at the promotion of the classical studies in order to help people to create good character, has also changed. Today, it is considered that a good character can be shaped by any type of studies and not only by the classical ones.

The ideology of centralisation is the only ideology which remains relatively unaltered since the British Sovereignty, for the educational authorities of the independent Cyprus, has retained the same centralised types of administration.

From the institutions that influenced the Cypriot education during the British Sovereignty, the influence of the Orthodox Church of Cyprus has been reduced significantly. Missionary schools founded by foreign religions too have reduced their influence upon the Cypriot education, and have been replaced by other institutions. Such influential institutions are the union of educators, the political parties and the unions of parents.

After the independence of Cyprus, its economy has changed, and stopped depending on agriculture. The development of the industrial sector and that of services, especially that of tourism, created new professions, demanding new types of education. The new contemporary factors which according to Maratheftis (1992, p. 60) mainly influence the educational system of Cyprus is the “transmission from the manufacturing to the post-manufacturing era, and the creation in 1993 of the Single Market of Europe”.

#### **2.4.1 General Information About Education of Independent Cyprus**

The Zurich and London Agreements by which Cyprus became an independent state,

were signed on the 19<sup>th</sup> of February 1959 at Lancaster House, in London<sup>10</sup>. The declaration of the Republic of Cyprus and the termination of the British Sovereignty was made on the 16th of August 1960. The Republic of Cyprus as an independent state obtained its Constitution from a mixed Constitutional Committee during the period from February 1959 to August 1960<sup>11</sup>.

Article 20 of the Constitution of the Republic of Cyprus deals with Education, setting the basis for the growth of the educational system. This article has as follows:

#### ARTICLE 20

1. Everyone has the right to be educated and every person or institution has the right to provide education maintaining the formulated terms and limitations imposed by the local law of its community, those necessary only for the interest for safeguarding the Republic or the constitutional order or public safety or public order or public health or public virtuous or the degree and quality of education or towards the protection of the rights and freedom for others, including the parents' right to safeguard the education of their children being the appropriate one towards their religious beliefs.
2. Under the auspices of the Greek and Turkish Communal Assembly, elementary education should be free, accessible to the

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<sup>10</sup> On the 6th of February 1959, in Zurich, Switzerland, the Prime Ministers of Greece and Turkey carried out a meeting with the intention of the study of a draft for the independence of Cyprus. On the 11th of February 1959, they came to an initial agreement. The British Government accepted this agreement and called for a conference in London. Great Britain was represented by the Prime Minister MacMillan and the Minister of Foreign Affairs Lloyd, Greece and Turkey by the Prime Ministers Karamanlis and Mederes and the Ministers of Foreign Affairs Averof and Zorlou respectively. The Greek population of Cyprus was represented by Archbishop Makarios, whereas for the Turkish population Fazil Koutsouk. This five member conference leads to the signing of the Zurich and London Agreements. (The full passage of the Zurich and London Agreements can be found in the book of Panos Ioannou Myrtiliotis (1978) "Cyprus the Historic Documents B' " on pages 83-100).

<sup>11</sup> The constitution of the Republic of Cyprus was based on the Zurich and London Agreements. It was composed from a four member Constitution Committee which consisted of representatives from Greece, Turkey, Greek-Cypriots and Turkish-Cypriots. (The names of the members of this Committee can be found in the Grand Cypriot Encyclopedia, 1990, vol. 12, p.361).

- corresponding communal schools of elementary education.
3. Elementary education is compulsory for all citizens having attained the required age, as defined by each communal law.
  4. Under the auspices of the Greek and Turkish Communal Assembly apart from the elementary education, the furthering of education will be accessible to indicated and worth to be supported persons under the terms and conditions defined by each communal law.
- (Constitution of the Republic of Cyprus, 1960, p. 10).

According to the Constitution (Article 87-1b), all the educational subjects were initially handled by the Greek Communal Chamber for the Greek community and the Turkish Communal Chamber for the Turkish community. Later, the Ministry of Education, which was created under the Law 12 of 1965, took the whole responsibility for the operation of the Greek education. In 1993, under Law 47 (1), the Ministry of Education was renamed to Ministry of Education and Culture, indicating the close links between culture and education.

The educational system of the independent Cyprus, as well as the aims targeted through the system, are shaped according to local as well as the international prevailing conditions. Maratheftis (1992) notes:

The evolution of the Cypriot educational system follows the evolution of the Cypriot society. The aims which it follows, and the values which it cultivates, leads to the result of the Cypriot community, as this is continuously shaped by the mutual influence of the different social systems which is composed of. The Cypriot society influences the Cypriot educational system as regards to:

- (a) The structure, the type of schools and all the administrative structure,
- (b) its aims and its objectives, for example the type of citizen who will create and educate, as well as the emphasis which is requested to give to the humanitarian and professional side of education,
- (c) the means which it uses and through which it seeks to succeed its aims, since the means are in direct contact with the economical prosperity of the society.

(Maratheftis, 1992, p. 12).

Cypriot Society, however, too follows some international aspects, beliefs and trends in education too, and adopts them accordingly. An example is the confirmation by Cyprus of the Convention on the Rights of the Child of the United Nations of 1989, which



refers to important issues of education. This Treaty was confirmed by the House of Representatives by the Law 243 of 1990 and was published in the Official Gazette of the Republic Number 2566 on the 28th December 1990. The article 28 of this Treaty related to education, is as follows:

#### Article 28

1. State Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take the appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. State Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention.

3. State Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

(Law Number 243 of 1990, p. 2902).

The above Treaty may be considered as a land-mark for the development of education, since it urged the states to take measures for the benefit of children's education, giving them more chances to complete their education. The confirmation of this Treaty proves the interest which the Republic of Cyprus shows towards education, even from its first steps of its independence.

Primary education has always been free and compulsory since 1962. Secondary education became free and until the age of fifteen compulsory from the school year 1985/86. Studying the statistics of secondary and third level of Cypriot education, one can easily notice the progress that has taken place in education from 1959/60, the period during which Cyprus has gained its independence. According to the Grand Cypriot

Encyclopedia (1986, vol. 5, pp. 28 – 31) in 1959/60 there were 24 public secondary schools with 15,616 students and only one third level school, that of Forestry College, with a small number of students. According to the Department of Statistics and Research, Ministry of Finance (1991, pp. 22, 31 and 58), by the school year 1990/91, there were 84 public secondary schools, with 38,778 students and 6 public third level schools with 1,986 students. Another 9,028 Cypriot students studied abroad in various third level institutions. The University of Cyprus began in September 1,992 with about 400 students.

With regards to the contents, the aims and the priorities of the Cypriot Education, the Ministry of Education (1992), confirms that:

Education is the most essential and sensitive area of human activities. The care of the state for it is unlimited. Its direct connection with the national survival, with the differentiation of the quality of life and the success of the totality as well as of the individual, imposes a good plan and correct orientation, in order to have concrete basis and to create essential assumptions for social improvement and prosperity for our people.

(Ministry of Education, 1992, p.18).

The aims and objectives of the Cypriot education appear in another issue of the Ministry of Education and Culture (1996) under the title “Development of Education 1994-1996, National Report of Cyprus”, on the occasion of the 45th Session of the International Conference on Education in Geneva in 1996. The overall aim of the Cypriot education is as follows:

The general aim of education in Cyprus is the development of free and democratic citizens with a fully developed personality, mentally and morally refined, healthy, active and creative, who will contribute with their work and their conscientious activity in general to the social, scientific, economic, and cultural progress of our country and to the promotion of the cooperation, mutual understanding, respect and love among individuals and people for the prevalence of freedom, justice and peace.

(Ministry of Education and Culture, 1996, pp. 3-4).

According to the same source (1996, page 4), education in Cyprus helps the new generation:

- (a) well rounded individuals, mentally, physically and spiritually;
- (b) be prepared and able to contribute to the economic activities and prosperities of Cyprus; and
- (c) be able to accept equality and difference before the law.

The objectives of education relate to the possibilities, interests and social, cultural and educational needs of the population, as they are presented to the above issue (1996, page 4), are:

- (a) The fulfillment of the island's social, economic, cultural and other needs.
- (b) The provision of specialized education after a common general education for both vertical and horizontal mobility.
- (c) The preparation of young people for a profession and life-long education.
- (d) The development of Cyprus as an independent State.
- (e) The promotion of equal educational opportunities.
- (f) The creation of democratic citizens.
- (g) The promotion of friendship and cooperation between the various communities of the country.

#### **2.4.2 The Management of the Educational System in Cyprus**

The public educational system in Cyprus remains highly centralised and controlled. All the educational officers at every level are appointed, transferred and promoted by the Educational Service Commission, an independent five-member body which is foreseen by the Public Educational Service Laws of 1969 to 1994, article 4 (2) and article 5. According to this legislation which is presented by OELMEK, the organisation of the Greek Educators of Secondary Education of Cyprus (1994, pp. 4 – 5), “the Commission is appointed by the Council of Ministers and it consists of a Chairman and four other Members”. Its appointment is for six years and its responsibilities are the appointment, placement, confirmation of appointment, classification, permanency, promotion,



transfer, detachment and retirement of educational officers and imposition on them disciplinary investigation, including those of dismissing or discharging of their duties<sup>12</sup>.

The final responsibility of the educational policy in Cyprus lies upon the Cypriot Council of Ministers, while the Ministry of Education and Culture, which succeeded the Greek Communal Assembly, is responsible for the administration of education according to the relevant laws and regulations. In the edition of the Ministry of Education (1992), it is noted that:

The responsibility to draw the educational policy lies upon the Council of Ministers. The Ministry of Education is responsible for the administration of education of all grades, the implementation of laws and regulations which cover its function and for the preparation of the educational and cultural budget, which is then submitted for approval to the House of Representatives.

(Ministry of Education, 1992, p. 22).

In Cyprus, education is provided through pre-primary, primary, secondary and special schools, the Cyprus University and other tertiary institutions and non-formal institutions and centres.

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<sup>12</sup> In Cyprus, after its independence, the first Law about the Public Educational Service came with the Law Number 10 of 1969. This Law has been amended by the following Laws until April 1994: Law 67 of 1978, 58 of 1979, 4 of 1985, 100 of 1985, 168 of 1986, 65 of 1987, 157 of 1987, 162 of 1987, 180 of 1987, 245 of 1987, 76 of 1988, 107 of 1988, 234 of 1988, 135 of 1991, 251 of 1991, 12 of 1992, 50(I) of 1992, 78 (I) of 1992, 80 (I) of 1992, 81 (I) of 1992, 116 (I) of 1992, 46 (I) of 1993, 8 (I) of 1994. These Laws are known as Public Educational Service Laws of 1969 to 1994. The regulations for the operation of Public Schools in Cyprus are issued by the Council of Ministers and are approved by the House of Representatives. An Educational Officer according to the Public Educational Service Laws of 1969 to 1994 which has been publicized by OELMEK (1994, p.2), together with other relevant legislations under the title "Unified Educational Legislation means "the one who occupies a position in the public educational service".

For all grades and all types of education there exist public as well as private institutes<sup>13</sup>.

According to the Department of Statistics and Research, Ministry of Finance (1996, pp. 5 and 45), at all levels of education, during the school year 1996/7 there were 1,207 schools with 162,498 full time students and 12,275 teachers. Of the total students, 81% were enrolled in public schools and 19% in private schools. The enrollment of students by level of education (public and private) in 1996/7 is shown in Table 2 below:

**Table 2**  
**Enrollment of Students by Level of Education (Public and Private) in 1996/7**

<b>Pre-primary</b>	<b>25,996 students,</b>	<b>in 659 schools</b>
<b>Primary</b>	<b>64,761 students,</b>	<b>in 376 schools</b>
<b>Secondary</b>	<b>61,266 students,</b>	<b>in 125 schools</b>
<b>Tertiary</b>	<b>9,982 students,</b>	<b>in 35 schools</b>
<b>Special education</b>	<b>493 students,</b>	<b>in 12 schools</b>
<b>Non-formal education</b>	<b>108,091 students,</b>	<b>in 770 schools</b>

**2.4.2.1 Pre-primary and Primary Education**

Pre-primary education is offered in kindergartens and nursery schools for children below the age of 5 1/2. These schools are under the jurisdiction of the Ministry of Education and Culture. Primary education is free, as it has always been, for pupils attending public schools. Since 1962, primary education has been obligatory for all.

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<sup>13</sup> As per the Department of Statistics and Research, Ministry of Finance (1994, pp. 19 - 43), for the academic year 1993-94, at the pre-primary education, 233 public and 397 private schools were operational with 8,665 and 16,571 pupils respectively. At the primary education 360 public and 21 private schools were operational with 62,084 and 2,823 pupils respectively. At the secondary education 92 public and 22 private schools were operational. From a total of 54,687 pupils, 48,550, that is 88,8%, attended public schools, while 6,137, that is 11,2% attended private schools. At the higher education 7 public institutions were operational with 2,265 (33,6%) students, and 23 private with 4,467 (66,4%) students. At the special education 12 public schools were operational with 556 pupils. At the non-formal institutions and centers there were 310 public institutions with 40,411 students and 268 private institutions with 44,166 students.

Children begin their primary education at the age of 5 1/2 and leave when they have completed the prescribed six-year course.

#### 2.4.2.2 Secondary Education

Most of the changes that have occurred in education in Cyprus since its independence until today concern secondary education. The Regulations applicable for the functioning of Secondary Public Schools are in force by their publication in 30 November 1990, at the Third Appendix, Part A (no. 310), in the Official Gazette of the Republic number 2559<sup>14</sup>. Secondary education is offered mainly at public schools, although there are also a few private schools. The attendance at secondary schools normally is for six years from the age of 11 1/2.

During the first years of independence, the admission at the secondary public schools was carried out by examinations. These examinations were abolished from the academic year 1972/73. Now, all that is needed for a pupil to register in the first class in a public secondary school is "the leaving certificate from the primary school and a certificate of birth", as per the Regulations which have been publicized in the Official Gazette of the Republic (No. 2559 of 30 November 1990, Third Appendix, Part I, No. 310, p. 1124).

Initially, the pupils that graduated from elementary schools had the possibility to attend either a gymnasium or a technical school, in the technical or the vocational section. The attendance at the gymnasia and at the technical section of the technical schools was six years, while that at the vocational section of the technical schools sometimes was four years and sometimes five<sup>15</sup>. In the gymnasia as well as in the technical schools there

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<sup>14</sup> Some modifications have been carried out to these Regulations from the day of their implementation, but their basic content has not changed.

<sup>15</sup> The establishment of the Technical and Vocational Education was created in Cyprus during the British Sovereignty in 1951. Its systematic organisation started during the period 1959-60, immediately after the establishment of the Cyprus Republic. Erotokritou, E. and Demetriou, P. (1981) give information about the Technical and Vocational Education in Cyprus in their essays edited, together with other authors' essays about Cypriot Education, by the Educational Reformal Society of Cyprus under the title "Twenty years of Cypriot Education - Achievements and Perspectives" in pages 69 - 81.



was a limited choice of educational sections. In the gymnasia there were three educational streams: the classical, the commercial and the science (positive sciences). At the technical section of the technical schools, the subjects were: mechanical engineering, electrical engineering, building/construction and graphics/ decorating, while at the vocational section there was: mechanical engineering, electrical engineering, building/construction, hotel/catering and dress-making.

From the academic year 1977/78, the secondary educational system of Cyprus changed. A new system started operating on an experimental basis confirmed in 1981. By this new system, secondary education is offered in two stages: The first stage is covered by the gymnasia, and the second is covered by the lyceums of optional subjects, abbreviated in the Greek language to LEM, and the technical schools, where there are two types of studies: the technical and the vocational directions.

Details about the various types of schools functioning in the Secondary Education, their aims, the various sections of education as well as the subjects taught in every stage, are included in the 12th edition of the book edited by the Counseling and Guidance Services, Ministry of Education and Culture (1994), under the title “Educational Sections after the Third Class of Gymnasium”.

#### **(a) Gymnasia Education**

The attendance at this type of education is for three years. The Counseling and Guidance Services, Ministry of Education and Culture (1994, p. 10), notes that the gymnasium offers a general education through which it is aspired to enrich the knowledge of the student in conjunction with his spiritual development and culture.

#### **(b) Lyceum Education**

The attendance at Lyceums of optional subjects (LEM) is for three years. These schools have been developed so that, according to the Counseling and Guidance Services, Ministry of Education and Culture (1994, p. 11), students may have the opportunity of

choosing the lessons and the educational direction which is of interest to them and to be able, in conjunction to the above, to be better trained through the educational programmes they wish to follow, without putting aside the targets of general education. This is attained by the existence of a main core of compulsory lessons for all the students of a class, by choosing lessons of specialization which are different from those of the main core, or by choosing supplementary lessons.

In the lyceums of optional subjects (LEM), students can choose one of the five main fields of specialisation which are:

- Classical - LEM SI (humanities studies)
- Science - LEM S2 (physics/mathematics/chemistry studies)
- Economics - LEM S3 (economic studies)
- Commercial - LEM S4a / Secretarial - LEM S4b (secretarial studies/secretarial with shorthand studies), and
- Foreign Languages - LEM S5 (it covers English, French, German).

### **(c) Technical Education**

Justifying the creation of the technical education (technical and vocational education), the Counseling and Guidance Services, Ministry of Education and Culture (1994, p. 30), suggests that this type of education aims, through a balanced programme of general education, technological specialization and on-the-job training, to bring about the preparation of competent students who, after graduation will be able to be employed in industry, or continue their academic development at higher and highest educational institutions. From the same edition, (Counseling and Guidance Services, Ministry of Education and Culture, 1994, pp. 34 – 41), we read also that the technical education includes various specialisations. These educational sections are:

- Mechanical Engineering
- Electrical Engineering
- Building/Construction
- Designing/Drafting
- Ceramics

- Dress-Making and Shoe-Making and
- Goldsmiths and Silversmiths.

The independent hotel and catering schools too belong to the vocational direction of technical schools. The specialisations offered are these of waiters and cooks.

The lessons taught at this type of education, are divided in two categories: general educational lessons and the technological/workshop training ones. The hours of teaching the lessons of general education and those of technological/workshop training ones, including the practical training in industry are different, according to the direction (technical or vocational) and the section chosen by students. The attendance at this type of education is again for three years.

#### **2.4.2.3 Free Compulsory Education**

Free education at secondary level was introduced for the first time in 1972-73 for the first year of the Gymnasium and by the academic year 1985-86 it was extended to all years and all categories of secondary schools. In 1985-86, attendance up to the third year of the Gymnasium (the age of 15), became compulsory.

Governmental decisions for compulsory attendance until the third year of Gymnasium as well as the free primary and secondary education became Law of the State by the House of Representatives. This law, under number 24 (1) was publicized at the Official Gazette of the Republic (First Appendix - Part I) No. 2799 of 28 May 1993. The relevant articles 2 and 3 of this law about the compulsory education are as follows:

2. - (1) Primary education is offered through the public and private schools registered by the Ministry of Education.
- (2) Secondary education is offered through the public and private schools registered by the Ministry of Education, in two cycles. The first cycle covers the gymnasia in the three first years and the second cycle covers the lyceums or the technical schools in the remaining three years.
- (3) There is an exception of the provisions of the preceding paragraphs, where students of primary and elementary education who have special educational needs, are allowed to attend special



schools or special classes in order to acquire the adequate, as per their condition, special education and learning.

3. - (1) Attendance of primary and gymnasium education is compulsory until the student completes the gymnasium cycle of studies or his/her 15th year of age, whichever one of the above happens first.
- (2) The Minister of Education has the right to give exemption from the provisions of the precedent paragraph, if satisfied that there are special reasons towards this direction.

(Law 24 (1) of 1993, p. 165).

For the offer of free education, the relevant article 5, reads as follows:

5. - (1) Primary and secondary education is offered free by the state in public schools of primary and secondary education.
- (2) The provision of the paragraph (1) for free education does not affect the implementation of any paragraph of the law whatsoever which foresees imposition of tax.

(Law 24 (1) of 1993, p. 166).

#### **2.4.2.4 Special Education**

Special education is provided at primary and secondary school levels and vocational training to persons with special needs at all ages. It includes schools for the blind and, deaf.

#### **2.4.2.5 Tertiary Education**

Tertiary education covers both further and higher education. The University of Cyprus accepted the first students in September 1992, following its establishment under Law 144 of 1989 publicized in the Official Gazette of the Republic (First Appendix) No. 2430 of 28 July 1989. Today at the University of Cyprus there are three schools in operation, as defined by article 19 (1) of this Law. These are: the School of Humanities and Social Sciences, the School of Pure and Applied Sciences and the School of Economics and Management.

The other third level public institutions are:

- The Higher Technical Institute which offers three or four year courses in

- mechanical, electrical, civil and marine engineering and computer
- The Forestry College which offers two years training in forestry and six months postgraduate courses
- The School of Nursing and Midwifery which runs a one, two or three year courses in general and psychiatric nursing and midwifery
- The Hotel and Catering Institute which provides education and training at the middle and higher level for hotel and catering personnel, and
- The Mediterranean Institute of Management which provides one year post-graduate courses in management.

Approximately 28 private third level institutions offer one to four year courses in such fields as business administration, secretarial studies, electrical, mechanical and civil engineering, wireless communications, hotel and catering, banking, accountancy and computer programming. Some of the above institutions have been affiliated with British and American Universities and provide training towards a degree.

The Cyprus International Institute of Management is another private, but non-profit making organisation which was founded by local public and private institutions. Its primary aim is the training of managerial personnel offering two year programmes which lead towards acquiring a Master Degree in Business Administration and a Master in Public Sector Management.

#### **2.4.2.6 Non-Formal Education**

Non-formal education is defined as attendance of part-time courses of various levels in various subjects in public or private institutions. These courses are offered in morning, afternoon or evening lessons to persons of all ages, starting from primary school age. The public non-formal education is provided through:

- The Apprenticeship Evening Training Scheme and the Evening Technical Schools which enable trainees to obtain vocational training or retraining
- The Industrial Training Authority which organizes short vocational training and retraining courses

- The Productivity Centre which provides courses for training the managerial and supervisory personnel and skilled workers
- The Cyprus Academy of Public Administration which trains civil servants in managerial skills
- The Evening Gymnasias which enable adults to complete their secondary education
- The State Institutes of Further Education which offer courses mainly in languages and commercial subjects, and
- The Adult Education Centres which offer courses in various fields such as vocational training literacy, first aid and languages.

The private non-formal education is offered through institutions of various part-time courses as foreign languages, music, secretarial and vocational training.

## **2.5 Persistent Educational Problems and Issues**

### **2.5.1 Internally Recognised Issues and Problems**

Despite the changes and innovations brought forward, Cypriot education still faces many problems. It appears that the educational system of Cyprus is not as yet fully adapted to the requirements of our times. Kefala (1995, p. 38) writes that "beyond the quantitative development of education, there still remain substantial steps to be made in order to face serious problems". The main problems which the educational system of Cyprus faces, according to the Planning Bureau (1994, pp. 238 – 239), are:

- The failure to keep up with the economic and social needs of Cyprus
- The limited curriculum offered to students according to their interest
- The private lessons students attend outside their schools
- The large number of mixed ability students in a class
- The limited use of modern technology in education, and
- The lack of modern teaching methods according to the E.U. standards.



Such lists of current educational issues were helpful to the researcher during the formulation of the questionnaires and interviews (see Chapter Four).

### **2.5.2 The 1997 UNESCO Report on Education in Cyprus**

The UNESCO study was carried out in late 1996 and published in 1997. It was the first major external review of Cypriot education to be carried out. The intention was to allow Cyprus to “take stock of past achievements, to contemplate possibilities for future directions, and to formulate policies that will provide a sound basis for ensuring that the whole education system continues to improve” (UNESCO, 1997, p. 6). Whilst being published after this research had developed and implemented its questionnaire and interviews, the UNESCO Report highlighted many of the same issues. On the failure of the educational system to keep track with the economic and social needs of Cypriot society, the UNESCO report wrote,

If education is to be seen as a whole in its approach to developing young people as a whole in all aspects of their lives, then the Ministry must be able to approach education in a similarly holistic manner through strategic planning for quality. A comprehensive and unified approach does not appear to exist at present (UNESCO, 1999, p. 18).

Similarly, the UNESCO Report notes that,

Many people told evaluation team of the difficulty of encouraging young people to value study and training in technology and in the skills which are necessary for the development of the productive capacity of the economy. It also means that there is a shortage of opportunities for Higher Education on the island as the University of Cyprus obviously cannot cope with the demand. This causes many students to study for entrance to universities in Greece, elsewhere in Europe and the USA. (UNESCO, 1999, p. 15).

Later on, the Report comments,

In many developed countries it is now being recognised that flexibility and the adoption of new skills are constantly required for the modern world where people have to change their careers and occupations. This implies that schools should assist pupils to develop creativity and independence in their learning. They should develop learning

strategies rather than simply concentrate upon the passing of examinations.

(UNESCO, 1997, p. 27).

Another concern of the UNESCO Report was the limited addressing of student needs in the education system. This came out in two ways. Initially, the Report identified issues arising from the problem of the separation of the pupils into different types of secondary school. Though parity of esteem has been assumed, the UNESCO Report notes that,

Attendance at a Secondary Technical School is often regarded as a sign of academic failure rather than an expression of an interest in a career in technology, production or administration. However, the pupils' choice is completely free. This lack of esteem is most unfortunate.

(UNESCO, 1997, p. 24).

Furthermore,

Most teaching in Cyprus schools is carried out using direct expository mode to the class as a whole, using a standard textbook with little additional material for very able and less able pupils, with little in-class support for children with remedial or special needs.

(UNESCO, 1997, p. 34).

Both in terms of type and school, and actual classroom experience, therefore, the pupil needs were not being addressed. This is so despite individual needs and mixed ability teaching being a cornerstone of the Cypriot education system. Because of the high status of University education in Cyprus, the "trickle down effect" has been to make the schools and teachers concentrate upon what is examinable. The Report goes on to say that, "from the pupils' point of view, this form of teaching becomes more coaching than education, and the joy of learning disappears" (UNESCO, 1997, p. 27). Along with the extensive use of private tuition for further coaching, the net effect was considered to be that of "turning their children into machines rather than human beings" (UNESCO, 1997, p. 30).

The UNESCO Report, in a comment upon the amount and breadth of the curriculum, and the associated mixed ability teaching, notes that "A debate continues on the educational value of mixed ability classes and mixed ability teaching methods (1997, p. 32).

The Report goes onto say that,

Teachers in both Primary and Secondary schools attributed their difficulties to the insufficiency of differentiated curricular materials, insufficient training and support in mixed ability methodology, classes that were too large for mixed ability methods and classrooms which did not provide sufficient space for the approach. In addition, classroom furniture was not easily adaptable for group work. Visits to school and to classrooms confirmed the view that mixed ability teaching was not carried out to any great extent.  
(UNESCO, 1997, pp. 33 - 34).

With regard to class size, the UNESCO Report is skeptical of the teacher claims that many of their problems are to do with class size or curriculum content. As the Report comments, “The maximum of 34 was not far from the maximum in many other countries and well below class sizes in some countries in the Pacific Rim” (1997, p. 35), whilst, “The stated balance of subjects is broadly in line with other European countries although there is a concern that the amount of content in the curriculum is now excessive for the time allocations” (UNESCO, 1997, p. 26). As the Report notes, “the complaints are more about balance and quantity rather than about continuity and progression” (UNESCO, 1997, p. 28), despite continuity and progression being major issues (1997, p.18).

Indeed, the UNESCO study is quite strident in its criticisms of the overall organisation of education in Cyprus, for in the summary of their findings, the Report (1997) that,

The education service provided by the Ministry of Education and Culture is delivered through a structure which, while having internal efficiency within its discrete elements, lacks the coherence, communication and coordination required for strategic planning and policy making. This causes attention to be focused upon different aspects of the system with insufficient attention being given to the overall quality of provision.  
(UNESCO, 1997, p. 3).

### **2.5.3 Governmental Responses to Educational Problems and Issues**

Recognising the many problems that the Cypriot education faces, the Cypriot Ministry of Education and Culture continues to try and find solutions, by initiating new changes.



With the assistance of a special committee, the Government began trials of a new type of Lyceum - the Comprehensive Lyceum – the aim of which is to unify Secondary Education (gymnasium, lyceum and technical and vocational education) into one institution. According to this unified system, the first year, after a common three year gymnasium type education, will continue to be common to all students but include the new subject of Technology. In this way, it is hoped that there will be time for observation, guidance and orientation of students for a more effective choice of specialisation for the final two years of studies. Another basic characteristic of the Comprehensive Lyceum is that it will give the possibility to students to choose the lessons that are of interest to them, thus creating their own combination of lessons.

The basic aim of establishing a Comprehensive Lyceum has been publicized in an edition of the Ministry of Education and Culture (1995) under the title “Comprehensive Lyceum - Proposals of the Special Committee”. This basic aim was as follows:

The Comprehensive Lyceum aims to realize the basic target of the Greek public school of Secondary Education in Cyprus which is the spiritual, emotional and physical development of students, according to the principles of the Christian religion and the Greek tradition. This will involve the cultivation of the whole individual, the preparation of democratic and responsible citizens, the fortification of ethnic morale, away from the chauvinistic spirit, the preservation of the memory of the occupied land and the coaching for all the turns and the roles for life: the role of an independent person, the role of the civilian at the scope of an independent Republic of Cyprus, the role of the employed and the role of the parent.

(Ministry of Education and Culture, 1995, p.19).

A special committee formed to study the unification of the Secondary Education has suggested methods of implementing the new system, and on an experimental basis, three schools in Nicosia, as from the academic year 1995/96, function as Comprehensive Lyceums. In 1998, following the completion of the three years cycle, an independent committee was established in order to evaluate the institution of the Comprehensive Lyceum. In December 1998, the Evaluation Committee submitted its report. Having studied this report, the Government of Cyprus decided the extension of the institution of the Comprehensive Lyceum. For this purpose, “A Plan for Comprehensive Lyceums” was produced by the Ministry of Education and Culture, Secondary Department (2000), so that all interested parties (educators, parents,

students) may study it and submit their comments and suggestions for improvements and then to establish this plan in the near future.

## 2.6 The Ongoing Modernisation of Cypriot Education

Since the above Plan for Comprehensive Lyceums was issued in order that this type of school be established on a permanent basis, the further development of the education in Cyprus continues. This development, based on its cultural traditions, on the system of free economy and on the harmonization with the demands of the European Union – has been determined by the content of the Strategic Development Plan 1994-1998 edited by the Planning Bureau (1994, p.3). As per this Strategic Development Plan, Cyprus has to be prepared to face the challenges of the next decade, a period of “liberal economy, intense competition and radical and tumultuous changes in technology”. The basic focus of this Plan is technological upgrading and the restructuring and strengthening of the competitiveness of the Cyprus economy as well as its harmonization with the “acquis communautaire”, together with the improvement of the standard of living of Cyprus, and with an emphasis on the protection of the environment and the cultural development.

More specifically, and in relation to the measures which must be taken for changes of the curriculum of the Public Secondary Education forwarded by this Strategic Development Plan, the Planning Bureau (1994, pp. 244-245), suggests:

- (i) Reinforcement of the lesson of Design and Technology in Gymnasias and its introduction in Lyceums.
- (ii) Introduction of the Information Technology in Gymnasias and its extension in Lyceums.
- (iii) Cultivation of sensitivity and positive behaviour towards the environment and towards health protection.
- (iv) Broadening and enhancement of foreign language learning, especially the languages of the European community, as these are an indispensable assumption for the mobility of youth within the European Union.

- (v) Introduction of special programmes for children with learning difficulties and for children with special needs.

The above suggestions underline the emphasis upon the modernisation of education. To these must be added the view of Field (1996, p. 131) who supports that the European dimension in education which “has risen to the top of the European Union’s priorities”. We are now, he added, “in a period of transition and profound change, a time of historical opportunity for Europe”. According to Field, the success of the new developing European learning society depends on “the need to instill a broad knowledge base” and on “building up abilities for employment and economic life”.

The European Commission (1996) too accepts the need for the modernisation of education. Introducing the “White Paper on Education and Training”, it is noted:

Everyone’s position in society will increasingly be determined by the knowledge he or she has built up. Tomorrow’s society will be a society which invests in knowledge, a society of teaching and learning, in which each individual will build up his or her own qualifications. In other words, a learning society.  
(European Commission, 1996, p. 5).

As regards to the social evolution and the modernisation of the institutions, Tsaousis (1992) emphasizes that:

If a definition is required, “modernisation” may be defined as the procedure by which historically evolved values are adapted to the very fast transforming functions which reflect the astonishing increase of human knowledge, permitting the study of its environment and escort the industrial revolution. The procedure of this adaptation has its roots in Western Europe’s societies, though in the 19th and 20th centuries these transformations were expanded to all societies and ended to a universal transformation which influenced all human relations.  
(Tsaousis, 1992, pp. 287 - 288).

Development is usually by accretion (adding on) or adaptation (the evolution of provision to meet the new circumstances and needs), but rarely by revolution (the new complete redesign of systems). Maratheftis (1992), notes that:

All social systems are continuously evolving. This evolution is due to



changes to the natural, spiritual and economical environment through which the system is operating, as well as to the changes brought about to the same persons who participate in the system.  
(Maratheftis, 1992, p. 45).

Maratheftis (1992) further notes that:

The main characteristic of the Greek-Cypriot education during the period of the Independence is that it targets to its quantitative development and qualitative improvement so as to cover the new needs created by the economical and technological development of the country.  
(Maratheftis, 1992, p. 31).

## **2.7 The Application of Cyprus to Join the European Union**

The decision of a country to join the E.U. influences the various activities of their life in order to be coordinated and more converged to the policy of the E.U. Education is not excluded from these activities of daily life. Cyprus, having decided to join the E.U., has to adapt its social activities to what is called the “*acquis communautaire*”. Anouil and Karides (1996) very characteristically present this reality, the following way:

The European Union touches in countless ways the daily lives of its citizens. Its institutions cover a wide variety of activities in the fields of economics, finance, research, industry and environmental protection, agriculture, transport, social affairs, education and culture, aid to developing countries and humanitarian aid.  
(Anouil and Karides, 1996, p 3).

In December 1962, the Government of the Republic of Cyprus applied for an Association Agreement with the European Community. Apart from the cultural, geographical and historical reasons, this decision was reinforced by economical reasons. These economical reasons were related to the fact that at that time the United Kingdom had applied for admission to the European Community as well. It was perceived that if the United Kingdom gained admission, Cyprus would face problems with its exports to the United Kingdom. Cyprus would lose, as a member of the Commonwealth, the preferential treatment by the United Kingdom. Consequently, to maintain the possibilities of trade at desirable levels, it was agreed that Cyprus too should seek to

join the European Community. Ifestos and Tsardanides (1991) comment on this:

Cyprus, as a member of the Commonwealth, was seriously worried about the repercussions on its exports from the United Kingdom admission at the European Community. On the other hand, the British Government was encouraging Cyprus, as it did with most of the Commonwealth countries, to negotiate an Association Agreement with the European Community, because it was the only way Cyprus could ensure at the British market something similar with the Commonwealth preferential status.

(Ifestos and Tsardanides, 1991, pp. 27 - 28).

When the United Kingdom failed to become a member of the European Community, Cyprus too stopped its efforts for unification with the European Community at that time.

When later on, the United Kingdom become a member of the European Community in 1973, Cyprus resurrected its application for an Association Agreement with the European Community. In 1970 Cyprus started negotiations again with the European Economic Community which concluded in an "Agreement establishing an Association between the Republic of Cyprus and the European Economic Community". This first Agreement between Cyprus and the European Economic Community was signed in Brussels on 19 December 1972, and publicized at the Official Gazette of the Cyprus Republic (No. 1012, 22 May 1973). The aim of this agreement as presented at the article 2, paragraph 1, foresees that steps will be taken to:

Progressively to eliminate obstacles as regards to the main body of trade between Cyprus and the European Economic Community thus to contribute to the development of international trade.

(Official Gazette of the Cyprus Republic, No. 1012, 22 May 1973, p. 453).

As per the provisions of the 1972 Agreement, put in force on 1st of June 1973, there would be a Customs Union in two stages. The first stage would end on 30 June 1977. After that, the second stage would start which would lead to the Customs Union of Cyprus with the European Economic Community. The completion of the first stage however was delayed. First it was extended until 1979, and later its provisions were extended until 1983, 1985 and 1987.

On the 19th October of 1987, a new Protocol was signed for the transition into the second stage of the Association Agreement<sup>16</sup>. As per this Protocol (article 1, paragraph 2), the second stage of the Agreement too would be accomplished in two phases. The first would last for 10 years, from 1988 to 1997, and the second five years, which could be reduced to four, that is from 1998 to 2002 or 2003.

On 4 July 1990, Cyprus submitted an application in order to become a full member of the European Community. The application was submitted to the Council of the European Community. At its meeting on the 17th of September 1990, the Council noted the application of Cyprus and asked the Commission to draw up an opinion. The opinion of the Commission was publicized on the 30th of June 1993 and adopted by the Council on the 17th of October 1993. In this opinion, the Committee considered Cyprus eligible for membership and urged the start of negotiations so that the Cypriot authorities were familiarized with all the elements that constitute the “acquis communautaire”. Finally, it suggested the re-examination of the matter of Cyprus admission at the Community in January 1995.

A characteristic extract of this opinion, recognizing the right of Cyprus to belong to the European Community, is found in paragraph 44. This paragraph, together with the whole Commission’s opinion, can be found at the Supplement 5/93 of the Bulletin of the European Communities issued by the Commission of the European Communities (1993a), which is as follows:

44. The geographical position of Cyprus, the deep-lying bonds which, for two thousand years, have located the island at the very front of European culture and civilization. The intensity of the European influence apparent in the values shared by the people of Cyprus and in the conduct of the cultural, political, economic and social life of its citizens, the wealth of its contacts of every kind with the Community, all these confer on Cyprus, beyond all doubt, its European identity and character and confirm its vocation to belong to the Community.  
(Commission of the European Communities, 1993a, (5/93), pp. 16 - 17).

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<sup>16</sup> The Protocol of application of the second stage of the Association Agreement between Cyprus and the EEC has been confirmed by the Cypriot House of Representatives and became Law of the State under number 321/1987. This Law was publicized at the Official Gazette of the Republic (First Appendix), No. 2285, on 31 December 1987, in pages 1685 - 1842.



How significant this Committee's opinion has been for Cyprus we read in the Grand Cypriot Encyclopedia (1996):

This is one of the most important documents of the history of Cyprus during the last years, where it has been recorded every aspect, of the political, economical and social situation in Cyprus.  
(The Grand Cypriot Encyclopedia, 1996, volume 15, p. 75).

Anouil and Karides (1996) stress the important role the European Union has to play in the formation of a better world, in the booklet which the Delegation of the European Commission to Cyprus issued in April 1996. At the introduction of this booklet, we read that:

The European Union is much more than just an economic and trading group. Given its international vocation, it is a force for stability and innovation in a changing global environment. It is above all an entity devoted to democracy, peace and prosperity well on course towards political union.  
(Anouil and Karides, 1996, p.3).

Since June 1993 when the Committee issued its opinion for Cyprus, until January 1995, when the Cyprus application was re-examined, Cyprus was in constant contact with the European Union. A basic aim of these contacts was the setting up of a time-table of starting formal negotiations leading to the admission of Cyprus at the European Union. On 6 March 1995, the European Union of Council of Ministers confirmed the development of a structured dialogue between Cyprus and EU, with a view to opening membership negotiations six months after the end of the 1996 Intergovernmental Conference.

This decision of the European Union was considered of great importance for Cyprus in its attempt to join the United Europe. In "The Almanac of Cyprus 1994-95" which was publicized by the Press and Information Office (1995, p. 75), we read that the Cyprus Government "considers the 6th March decision a historic one which has opened a new chapter in the relations of Cyprus with the European Union". In accordance with the 6th of March decision, the terms of structured dialogue between Cyprus and the European Union were agreed in Luxembourg on 12 June 1995. On 17 July 1995, the Council formally adopted the arrangements for this structured dialogue.

In March 1998, negotiations with Cyprus and other ten countries of Central and Eastern Europe were opened by the E.U., followed by bilateral inter-governmental conferences. In 4 November 1998, the first report for the progress of the negotiations between Cyprus and the E.U. was issued, while in 13 October 1999, the second report was issued. The first report as well as the second, underlined that Cyprus has all the necessary requirements to become a member of the E.U.

## **2.8 Conclusion to this Chapter**

A brief history of the education of Cyprus has been presented in order to note the factors which influence its development and its perspectives. Whilst there have been significant developments, problems and issues remain, particularly at secondary education level which the Government of Cyprus is attempting to consider and solve. Many of those issues have been included in the original research reported in this thesis. Unfortunately, the UNESCO Report (1997) came too late to influence the research design, but significant overlap occurs between the UNESCO Report and this research. The UNESCO Report thus is referred to again in the final chapter that discusses the implications of the research for developments in Cypriot education.

Before that, however, Chapter Three provides an analysis of the issues and context of the internationalisation of education, whilst Chapter Four presents an account of research methodology used in this research.

## CHAPTER 3: THE EUROPEAN DIMENSION IN EDUCATION AS A FORM OF INTERNATIONALISATION OF EDUCATION

### 3.1 Introduction

As Cyprus has formally applied and is working towards its membership in the E.U., it is highly probable that some changes are necessary in its educational system in order to respond to membership of the E.U. In short hand terms, this has often been referred to as the “internationalisation of education” (Kerr, 1990) or the “European dimension in education”. These terms, and other related ideologies with which they are associated, have to be examined briefly, as does the so-called “objective conditions” in which such social aspects of consciousness operate.

In this thesis, the term “objective conditions” has at least two meanings. It means the current situation - the here and now of societal (economic, cultural, social) developments, such as the transfer of the Cypriot economy to a tertiary one – that can be documented (see 3.3.1.2 below). Secondly, confirming the realist connotations (Sharp and Green, 1975), the term objective conditions can refer to the understanding of the way the wider changes identified in the first meaning of objective conditions constrain or “push” key factors and social groups to behave in certain ways.

In this second meaning, a key intervening factor is that of perception – the ways the events and trends (objective conditions) are filtered through the different ideological frameworks at play in the situation. This position is not crude determinism, but sees ideologies as important in the way the “objective conditions” are received and “read” subsequently leading to the identification of acceptable options for action as a result of these perceptions.

It is important to note that the perspectives on the internationalisation in education do not result in a uniformity of the different educational systems, but perhaps some movement towards principles of provision that are widely accepted. It is necessary to remember that the research specifically focuses on secondary education as that is the particular area of interest and expertise of the researcher. This does not mean that



Europeanisation does not affect primary schools, for it probably does. Instead, the decision not to focus upon primary education is a pragmatic rather than a principled or theoretical decision. Others are invited to complete the research task for primary education.

Below, after considering what ideology, globalisation, internationalisation and Europeanisation mean, the range of “objective conditions” are presented as the context that it is believed led the Cypriot government to apply for entry to the European Union. The possible implications of those factors for Cypriot education and the research are then explained as a prelude to the research methodology in the next chapter.

## **3.2 Key Concepts in the Analysis**

### **3.2.1 Ideology**

#### **3.2.1.1 The Definition of Ideology**

The term ideology is a controversial term, with many books being written about the different versions and meaning of the concept (e.g. see Larrain, 1979). Being relatively non-controversial, we consider that the definition of ideology given by Hartley below is an appropriate one. Hartley (1983) writes that:

The essential characteristics of an ideology are, first, that it consists of values and beliefs or ideas about the state of the world and what it should be. Second, these cognitive and evaluative elements form a framework. In other words, ideology is not simply a summation of a set of attitudes, but consists of some kind of relatively systematic structuring (though the process of structuring may be psychological rather than logical). Third, ideologies concern social groups and arrangements - in other words, politics in its widest sense of being concerned with the distribution and ordering of resources. Fourth, an ideology is developed and maintained by social groups, and thus is a socially-derived link between the individual and the group.... Fifth, ideology provides a justification for behaviour.

(Hartley, 1983, pp. 26 - 27).

This is an important definition, suggesting as it does that an ideology:

- has a systematic set of interrelated ideas, beliefs and values;
- is associated with social groups and their position, requirements and needs; and
- contains behavioural imperatives or guidelines for behaviour.

An Ideology also has the facility to relate individuals to social groups and the wider context. Indeed, it is this relationship that makes ideologies so powerful, for

Ideological power derives from the human need to find ultimate meaning in life, to share norms and values, and to participate in aesthetic and ritual practices. Control of an ideology that combines ultimate meanings, values, norms aesthetics and ritual brings general social power. (Mann, 1993, p. 7).

Where a particular ideology comes to dominate in a particular time and circumstance, it becomes hegemonic (Gramsci, 1971) subsuming or downgrading other ideologies in a situation of dominance. In this research, it is possible to say that the Europeanisation of education is at least an ideology, and in all probability a hegemonic one, though the thesis asserts rather than proves that (see below). One of the reasons for the dominance is said to be the globalisation of the economy and other cultural phenomena.

### **3.2.1.2 Ideologies Affecting Educational Provision**

According to Persianis (1991, p.7), the ideologies which played a basic role in the education of Cyprus during the British period, are “nationalism, intellectualism, humanitarianism, idealism, centralism and the ideology of the British Government” (imperialism).

#### **Nationalism**

In its simplest form, Nationalism is the development and devotion of a population to the communal identity defined by geographical boundaries or concepts of common blood or cultural ties (Kedourie, 1961). Initially, nationalism represented the devotion of Cypriots towards the belief that Cyprus is an inseparable part of the Greek Nation. Since independence, the emphasis has shifted to self-determination of the Cypriot people, though with significant ties still with Greece.

## **Intellectualism**

Based on the teachings of Plato and Aristotle, intellectualism promotes the importance of mental and spiritual endeavors over manual work. Consequently, the preferred education is academic, oriented towards the professions and allied non-manual occupations such as teaching. Persianis (1991, p. 13) writes that “secondary schools were full of young boys and girls who wished to find a clerical job, or to follow university studies”. The influence of this was not always benign as the economy did not receive as much concern or interest as it should have done.

## **Humanitarianism**

Another ideology that has influenced Cypriot education, particularly during the British Sovereignty, has been humanitarianism (Petrosyan, 1972). This ideology again has its roots in the Ancient Greek philosophy that emphasizes the role that education has in creating people of good character, reacting positively to life under any circumstances. The teaching of the Ancient Greek language and culture were one of the main lessons in schools, in order to promote the ideal of the common bond. Persianis (1991, p. 14), notes that humanitarian education not only shaped amongst all people good characters but “at the same time gave the opportunity to the youngsters of a round education, thus preparing them to confront all aspects of life”.

## **Idealism**

Idealism combines ancient Greek principles as well as principles from Christianity, the dominant religion of Cyprus. The aim of this idealism in education is to strengthen spiritual attitudes, values and behaviour and not materialistic and temporary wealth (McGann, 1983). As Persianis notes (1991, p. 15), our Cypriot ancestors “never fought for materialistic profits, but only for the prevailing of the ideals and more specifically the ideal of freedom”. This perhaps is the main reason why there is a preference by the Cypriots towards the classic and not the technical or professional education. Maratheftis (1992, p. 48), writes that Cypriots gave emphasis to the spiritual aspect of life rather than the materialistic one “preferring classical schools rather than the vocational ones”.



## **Centralism**

The ideology of centralism and central control is a key to Cypriot education. The state authorities, since the start of the British rule, have succeeded in establishing complete control on the education offered, both of the format type of schools and the curriculum. The centralisation in education was formalised during the British Sovereignty and continues until today. It should be noted here that at the time of the British Rule, education expanded very quickly, though Persianis (1991, p. 17) notes that the British Governor became “the central power of governing, determining the analytical programme and financial management of schools”.

## **Imperialism**

The last ideology which influenced the Cypriot education during the British Sovereignty was that of the ideology of imperialism, and the desire of the British Government to spread their language and way of life to the host populations (Man, 1988). Persianis (1991) notes about this ideology:

It mainly favoured the spreading of the English language and the English educational system and secondly the teaching of practical and technical lessons and the founding of agricultural schools.  
(Persianis, 1991, pp. 17-18).

The strategic importance of Cyprus in the eastern Mediterranean, coupled with the opportunities for colonisation and the exploitation of agriculture and mineral wealth, was thus of significant importance in the development of Cyprus.

### **3.2.2 Globalisation**

Globalisation too is one of those terms that is capable of alternative definitions and attitude, being subject to approval, approbation, resignation or misapprehension at one and the same time by the different groups that comprise a society. For our definition, we turn to Kress (1996), who suggests that:

By globalisation we mean the increasing tendency for the globe to constitute the effective domain of action and thinking, in relation to a specific issue. Financial markets are global. The media are becoming globalised, as is communication generally, and consequently, many aspects of culture are becoming globalised also. Increasingly, production is becoming global as sites of production are shifted at short notice to low-wage environments. Consequently, the labour market is becoming globalised in every locality even though no one person might be moving... it is sites of production which are flexible and moveable leaving the labour force in its original locality.  
(Kress, 1996, p. 186).

In the definition provided by Kress, globalisation is a facet of the wider economic structures that dominate industries and/or countries. Companies, which themselves are global (represented and/or present in many countries across all or most of the continents) increasingly seek to maximize income and profits by their movement of capital and production around the world. Such companies often engage in horizontal integration (e.g. international hotel chain buying another similar one) or vertical integration (companies buying other companies up and down the production chain, such as a hotel buying a vegetable wholesaler).

In the view of Kress (1996), globalisation is also characterised by new forms of production. He writes that:

The new age of the movement of production sites and the subsequent globalisation of labour is taking place in an environment characterised by non-Fordist forms of production – even if Fordist modes of production continue in very many places. The necessary ‘internal remaking’ of the labour force and the question of the requisite, appropriate, necessary subjectivities pose entirely new questions for education systems and for their curricula.  
(Kress, 1996, p 188).

Post-Fordism is individualised or small batch production geared to giving the client what he/she wants. Markets become increasingly differentiated and fragmented, leading to discontinuous careers and the like. Kress (1996) goes on to suggest that whereas:

In the era of the nation-state, the web of structures of control gave value, coherence and integrity to curricula. One element of the web supported every other element in a seamless structure. With globalisation all the

purposes of the curriculum are coming into question, at every point.  
(Kress, 1996, p. 186).

Globalisation thus is seen as challenging existing educational provision and supporting change in education to meet the new circumstances. Globalisation is not the same as internationalisation, however, as Globalisation allows for some local adaptations (indiginisation) of developments to the particular society involved.

### 3.2.3 Internationalisation

In many ways, internationalisation is much simpler than globalisation, for Kress (1996):

Internationalisation means that the generic forms – and with these, the social values and forms of organisation – travel without let or hindrance from one cultural place to another totally different place.  
(Kress, 1996, pp. 189 - 190).

Thus, whilst globalisation may allow some local influence, internationalisation assumes the wholesale imposition of external ways of doing things (e.g. educational management) that have been developed elsewhere.

In her analysis of the internationalisation of British models of educational management, Rodwell (1998, p. 50) notes that in any situation there are a range of strategic options available, of which straight transfer is one option. The other four options are adoption (acceptance with minor modifications); modification (main aspects accepted but with a greater degree of alteration to suit local circumstances); adaptation (the translation of significant, but not all of the major components); and indigenisation (the wholesale translation of the innovation to relate to local circumstances). According to Rodwell (1998), it is a matter of empirical investigation as to which option is most suitable, though unproblematic transfer does not seem to be a feasible option for embedding the innovation. As Rodwell notes (1998, p. 49), “successful outcomes are more likely when there is a pre-existing culture and climate congruent with the ... principles underlying these approaches.”



### 3.2.4 Europeanisation

The relationship between internationalisation and Europeanisation are complex. Whilst both concepts are concerned with looking beyond the boundaries of one's own State, Europeanisation is concerned primarily with seeking to enhance relationships and co-operation between states within an identifiable geographical area. In its extreme form, Harding (1993) mentions about Europeanisation:

Means the assumption that Europe functions autonomously from other parts of the world; that Europe has its own origin, final end, and agent; and that Europe and the people of European descent in the Americas and elsewhere owe nothing to the rest of the world.  
(Harding, 1993, quoted Gough, 1998, p. 204).

In Harding's version, there is a kind of myopia that there is a free-standing and definable entity called Europe. This immutable definable entity is obviously false, but the actual manifestations at any one time of Europeanisation are not. In particular, formal unions of countries, such as the European Union, do give a material form and context to a version of Europeanisation.

This is not to say that tensions do not arise – the concern over the principle of subsidiarity and the power of veto are testament to that. Nevertheless, Kress (1996) notes that for education:

On the assumption that the state continues to exist and accepts responsibility for the education of the younger population, the question of relevant, necessary, productive curricula emerges in stark form. How a locality (whether as nation state or as a regional authority) responds to the effects and pressures of globalisation and internationalisation is an open question. The possibilities range from reactionary retreat into cultural nostalgia, to progressive attempts to turn local values into productive resources in an engagement with these challenges.  
(Kress, 1996, p 195).

Kerr (1990, p. 5), suggests that there are "laws of motion" concerning education, two of which are the internationalisation of education, and "the intensification of the interest of the independent nation states in the conscious use of these (educational) institutions for their own selected purposes".

Despite these tensions of possibly opposing “laws of motion” (a notion borrowed from science), it still seems that according to Brown and Scase (1994):

Despite a reappraisal as to how education should be organised and funded, faith in the educational system to deliver the economic “goods” has not been questioned, and the idea of education as a form of investment rather than consumption has remained part of the conventional wisdom among politicians, employers, parents and students alike.

(Brown and Scase, 1994, pp. 15-16).

Such simple beliefs and faiths are utilised by politicians to support their cause. Consequently, it has been suggested that the main aim of the Europeanisation of education is to build “the belief in European citizenship” (Brine, 1995, p. 152), and to help young people to strengthen “a sense of European identity” (Hansen, 1998, p. 12).

In meeting the challenges of Europeanisation, Persianis (1996) writes:

Only education can push forward the new challenges (new trends and new skills), which develop in the European Union, if of course the necessary innovation will be applied. This is why today a special meaning must be given to the need for educational changes.

(Persianis, 1996, p. 7).

Vanbergen (1991/92, p. 34), the then International President of the European Association of Teachers (Association Européenne des Enseignants - AEDE), noted too that: “it is no longer possible to ignore the role of education in the context of the European dimension”.

But what is meant by the European dimension? Using the older term of internationalisation, Kerr (1990) suggests that the internationalisation of learning may involve:

- a) the flow of new knowledge;
- b) the flow of scholars;
- c) the flow of students; and
- d) changes to the content of the curriculum.

(Kerr, 1990, p. 10).

Some of the changes to the curriculum, in particular, have already been considered in Chapter Two. Rather than address them again, the next section of the chapter deals with the “objective factors” that are considered to underpin the Europeanisation of education.

### **3.3 “Objective Factors” Promoting the Internationalisation of Education**

The dramatic social and economic changes of contemporary societies, particularly during the last half-century of the 20<sup>th</sup> Century since World War 2 (WW2), have created pressures that have caused governments to emphasise the role education and training increasingly plays in economic and social development. Wanting to stress these dramatic changes presented in the contemporary societies, Papanoutsos (1976), writes:

The “world” we face in the morning when waking up, is not any more the same with that we left yesterday when going to rest. People, not only those far away from us but those who are next to us (relatives, friends, our children, and especially the latter) are not any more the same with those we thought we knew so well a while ago. Even ourselves, day by day we become suddenly different - the appearance of our face and our dressing, the behavioural manners, the ideas, the feelings. There is everywhere a deep and quick change.

(Papanoutsos, 1976, p. 229).

Phylactou (1997a) lists some of the significant changes for education as the following:

- The developments of science and technology, especially in the field of computers and telecommunications, as well as the trends for internationalisation in various sectors of human activities, especially in the economy.
- The demand for a more general and progressive education, aiming in acquiring skills to provide the foundations for life, for understanding and creativity, for critical analysis and decision making.
- The need to develop skills and competencies in order to be employed and active in daily life.
- The fixing of new perspectives and directives for the future which are distinguished by the coincidence of views in educational matters.

(Phylactou, 1997a, p.31).



Reviewing the literature, one can find a range of authors that present factors supporting the internationalisation of education. These factors, according to Cresson and Flynn (1996, p. 2), demand from schools the teaching of “new knowledge and skills”. Using the model of Kobayashi (1986, pp. 65 - 71) on the internationalisation of education (the model used as the basis for developing this chapter), we may classify the factors promoting the internationalisation of education into five categories, these factors being:

- Economical/industrial factors (Section 3.3.1);
- Social factors (Section 3.3.2.1);
- Cultural factors (Section 3.3.2.2);
- Political factors (Section 3.3.2.3); and
- Idealistic factors (Section 3.3.2.4).

Nothing sinister at this stage should be read into the order the contributory factors are provided, except that the economic/industrial changes are perhaps more profound in their effects, especially in the long run. The performance of the economy too provides the “where-with-all” for the other developments (including education) to take effect or have an influence. Additionally, as this chapter is about contextual factors, it has been considered appropriate to provide an account of the recent developments in the Cypriot economy.

### **3.3.1 The Economical/Industrial Factors**

The economic factors that have proved significant for education have been the globalisation of economies and companies (see 3.3.1.1 below), but also changes within economies, especially changes in the significance of particular industries or sectors (See Section 3.3.1.2). One of the most significant factors that affects the social structure of a country and supports the internationalisation of education has been “the transition from the manufacturing era to the post-manufacturing era” (Maratheftis, 1992, p. 60). In other terms, this transition in Western economies has been described as the transition from secondary manufacture to a tertiary service economy (Ball, 1990).

### 3.3.1.1 The Globalisation of Economies

The rise of cross-border or trans-national companies in economies, through which trans-national markets and the production of goods and services are created, has been termed the globalisation of the market.

Globalisation refers to significant proportions of major companies in any one country being multi-national, often having their headquarters elsewhere in the world. At the same time, such companies, either through their penetration of markets of other countries with a standardised product (e.g. MacDonalds) or with products ‘tweaked’ to appeal to the sensibilities of the customer (niche marketing), create common customer awareness of labels, products and product uses. Globalisation “supports” or “causes” the different states to cooperate in order to harmonise their economic policies and minimise market controls for enhanced economic growth and development. Whilst globalisation is a reality, Unwin (1999, p. 61) believes that globalisation “will create the basis for the future sustained development”. Such developments, however, need to address the needs of people (or sections of people) of a country, without undermining the needs of the coming generations, by (for instance) destroying or desecrating the environment.

The globalisation of economies and their sustained development is likely to support greater cooperation in the field of education as well. Different people (e.g. managers and politicians), from different countries, have to learn to understand and manage economies and companies in a global market in order to secure development and prosperity. Similarly, economies which have significant rates of tourism, such as Cyprus, has to ensure that the person power dealing with customers are aware of, and sensitive to, the cultural differences and requirements of tourists from abroad.

On this basis, for instance, Husen (1994, p. 2973) stresses that the development of an international labour market too “needs a common and equal recognised education”. According to Article 36 of the Conference of Rio in 1992 (published by the Pedagogical Institute of Cyprus, 1997-1998, p. 9) “education can give to people the environmental and moral information, the values and the attitudes, the skills and behaviours which are needed for sustained development”.

For Frangonopoulos and Xydopoulos (1999, p. 101), the globalisation of economy means “the educational systems of the developed countries have to change, aiming for a more correct education and training for the new environment of the market”. Diamantopoulou (1999, p. 39) considers that the worst situation is for education to “remain stuck to methods of training and supply of work of the previous era and the previous century”. Finally, Papandropoulos (1999, p. 127), reiterates the virtuous circle (see Ball 1990 below) when he suggests that, “in as much as high are the standards of education of a country, the better are the scores of its businesses in the international market”. If globalisation is a characteristic of many economies, so too, in the western or first world economies, has been the movement towards tertiary economies.

### **3.3.1.2 The Transition to Tertiary Economies**

As we have already noted, a key factor in the internationalisation of education, especially in Europe, has been “the transition from the manufacturing to the post-manufacturing era” (Maratheftis, 1992, p. 60). In this post-manufacturing period, Maratheftis notes, economies have experienced the development of electronic technologies and the transfer of secondary production (manufacturing) increasingly to countries with cheaper production and manufacturing costs. In tertiary economies, the emphasis is upon service industries (such as tourism) and the deployment of what might be called “financial capital” and “circulation capital”. Circulation capital refers to trading in the global marketplace to obtain the required goods and services at the best possible price. Financial capital refers to the significance of key financial institutions (e.g. the Stock Exchange) for the circulation of ownership and the creation of additional funds for expansion and other purposes.

Such developments in turn have led to increased demands for education as scientific and other knowledge and development are related to the evolution of new economic sectors and new professions. In educational terms, such changes tend to generate requirements for increasingly higher standards of general education and subsequent further differentiation of educational provision and curriculum as niche markets and jobs arise. In summarising the impact of such economic changes on contemporary society, Maratheftis (1992, p. 63) notes the following associated changes:



- (a) Increases in the urban population;
  - (b) Increased participation of women in the labour market;
  - (c) The creation of new jobs and professions; and
  - (d) The movement from mechanised labour to automation and computerisation.
- (Maratheftis, 1992, p. 63).

Needless to say, the last factor (computerisation) through the World Wide Web is a significant facilitator of the globalisation of economies.

At the same time, Maratheftis (1992, pp. 61 – 63), in a striking ideological turn, suggests that both mass and niche market production and consumption has created, in the first world at least, a “society of abundance”. He also believes that such changes are leading to a “cultural crisis”. Amidst such abundance, people are not sure about what is good or bad, what is moral or immoral, what they have to do or to avoid. As a result, “this crisis is a challenge for humanity to re-examine the values of life and to come to new decisions. Education has to play a significant role to help people overtake this cultural crisis”. The emergence of Personal, Social and Economic Education (PSE) as both a primary and secondary curriculum subject is perhaps an indication of the concern of governments over the proliferation of alternative perspectives that are considered “less supportive” of current economic and social developments such as globalisation.

According to Husen (1994, p. 2973), a related key factor is the “need of the assistant expert” by newly developing countries. Such developing countries, Husen writes, need the assistance of the first and second worlds (Europe and North America) in order to assist countries to manage their economies as well as solve their economic problems. These “assistant experts” need to have a broad education as well as specialist knowledge and skills, including a deep knowledge about international affairs and knowledge “about the social, cultural, and economic affairs of every country”.

Panayides (1992, p. 68), notes that the educational aims established by the European Union do not ignore the economic factors which influence an educational system. These aims instead connect educational knowledge and experience with “the world of work, the productive procedure and mainly the technological production, as well as with the common European and universal problems”.

### 3.3.1.3 Other Factors Promoting Internationalisation and Economic Interdependence

According to Kakavoulis (1993, p. 26), the economic development of the people of Europe and the whole world since WW2 has been characterised by increasing interdependence between the nations. Consequently, he continues, the major economic problems that every country is facing today, like demographic change, ecological degradation and energy gaps, are “international problems as well”. For Kakavoulis (1993), additional factors that support the internationalisation of education are:

- The expansion of the mass media and access, providing the potential for education ‘at a distance’ and ‘lifelong’; and
- The increasing attention paid by States to their management of the production and consumption systems of a country.

(Kakavoulis, 1993, p. 26).

The expansion of the mass media globally has created an almost unrestrainable spread of knowledge, ideologies, values and facts. The scale of the provision is such that it can (and often does) confuse people of today about the realities and priorities of life. In addition, the emphasis given by the State to the effective management of production and consumption systems can be detrimental to the spiritual and social development of a population, possibly restricting their freedom and personal creativity. This situation can create problems of communication between people, increasing the social distance between them. Brammer (1979) deplores this situation when he wrote:

Although great progress has been made in material technology, we are still in the dark ages of human relations and exploration of human potentiality. Now that human beings have substantial mastery over nature, we are searching for better ways to manage ourselves. We want improvements in our relationships so that we can be better parents, spouses and friends.

(Brammer, 1979, p. vi).

Such a search for improvement is not always benign, though the potential remains for it to be so.

### 3.3.1.4 The Economy-Education Couplet in the European Union

Given the significant differences that continue to exist as well as convergence in European economies, it is not surprising that the integration of industry, commerce and State policies continues to be fraught with difficulty. Hansen (1998, p. 6) underlined this situation when he wrote, “if the economy-education nexus has caused much anxiety within the nation-state, it has proven to be an even more stressful development for the European Union”. The continuing economic dominance of the USA, as well as regional difficulties within States in the European Union has led most (but not all) governments to emphasise the investment in education as a key aspect of the further development and further survival of the nation.

Where there has been an expansion of education, this has often been on the basis of a belief in the so-called “virtuous circle” (Ball, 1990), where high investment in education leads to high achievement, high calibre jobs and high rewards and aspirations, which in turn places enhanced expectations upon education. In times of economic downturn, however, the virtuous circle can be difficult to achieve, despite the potential it has to assist the path of a country out of economic difficulties. There remains the possibility too of the “vicious circle”, which is the exact opposite of the virtuous circle. Societies which become embroiled in the vicious circle can find it extremely difficult to reverse (Ball, 1990).

The key relation between education and the economic development of Europe, however, is emphasised by Odwyer (1997), who wrote,

The quality of manpower is the best “investment” for the construction of the European Union within the globalisation of economy and the expansion of international competition. Today, education and training are, as never before, indispensable for the development and the competitiveness of the economy.  
(Odwyer, 1997, p. 5).

Hansen (1998, p.6), too would concur with this for he too notes that, “the economic survival of the nation-state in the global market-place is increasingly perceived as a function of the quality of its educational system”.



3.3.1.5 The Economy of Cyprus

The basic characteristic of Cypriot economy is the small size of its domestic market. According to the Human Resource Development Authority of Cyprus (1999, pp. 8 – 13), the population of the free areas of Cyprus (not taking into consideration the population living in the north part of Cyprus which since 1974 is occupied by the Turkish troops), during 1998 was 660.4 thousand, an increase of 0.9% from 1997. The economically active population for 1998 increased by 1.4% over 1997 and stood at 309.9 thousands.

The Cypriot governments of the last two decades have decided to reduce the production of the primary and secondary sectors and reinforce the development of the tertiary production. The tertiary sector of production consequently has seen an amazing development the last twenty years. The Ministry of Education and Culture et. al. (1998), states:

In 1987, the agricultural sector represented 80% of the domestic production and for 1997, 40%. The manufacturing sector in 1987 represented 16%, while in 1997, 12%. In contrast, the tertiary sector of services increased its contribution to the domestic production from 64% in 1987 to 73% in 1997.  
(Ministry of Education and Culture et. al., 1998, p. 17).

The number of employees in 1998 was 290.5 thousands, there being an increase of 1.2% from 1997. The percentage of employees during 1997 and 1998 were distributed by sector of production as per the following Table (Table 3: The number of employees during 1997 and 1998 by sector of production, from Ministry of Education and Culture et. al., 1998, p.17).

**Table 3**  
**The Percentage of Employees During 1997 and 1998 by Sector of Production**

Year	Primary Production	Secondary Production	Tertiary Production
1997	9.7%	23.3%	67.0%
1998	9.7%	22.8%	67.5%

It is interesting to notice the evolution of the employment of Cyprus by sector of production from 1994 to 1998. This evolution is shown in the following Table 4, as it is presented by the Human Resource Development Authority of Cyprus (1999, p. 73).

**Table 4**

**The Number of Employment in Cyprus by Sector of Production from 1994 to 1998**

SECTOR		EMPLOYMENT (thousands)				
		1994	1995	1996	1997	1998
Agriculture and stock-breeding		30.1	30.5	30.0	27.1	27.5
	%	10.9	10.7	10.4	9.4	9.5
Mines and quarries		0.7	0.8	0.7	0.6	0.6
	%	0.3	0.3	0.2	0.2	0.2
Manufacturing		44.4	43.7	41.9	40.5	40.2
	%	16.1	15.3	14.6	14.1	13.8
Electricity and water		1.5	1.5	1.5	1.5	1.6
	%	0.5	0.5	0.5	0.5	0.5
Constructions		24.8	25.7	25.3	24.9	24.5
	%	9.0	9.0	8.8	8.6	8.4
Trade, restaurants and hotels		70.8	74.6	76.0	76.5	77.8
	%	25.7	26.2	26.4	26.7	26.8
Transports and communications		17.8	18.5	18.8	19.2	19.6
	%	6.5	6.5	6.5	6.7	6.8
Banks, insurances and business services		21.3	22.6	23.6	24.2	24.6
	%	7.7	7.9	8.2	8.4	8.5
Government, personal and social services		64.6	67.2	70.0	72.5	74.1
	%	23.4	23.6	24.3	25.3	25.5
<b>TOTAL</b>		<b>276.0</b>	<b>285.1</b>	<b>287.8</b>	<b>287.0</b>	<b>290.5</b>

The sector of trade and tourism contributes increasingly to employment, being 26.8% of all employed in 1998. The public sector, the sector of banks, insurances and business services as well as this of transports and communications, are sectors that present a growing demand for the labour. Whilst primary industries continue to decline (agriculture, mining) trade, hotels, restaurants and banking continue to expand.

With regards to tourism, it is interesting to show how significantly it has increased in the last years. The Bank of Cyprus (1999, p. 2), presents the following information Table 5):

**Table 5**  
**Tourist Development for the Last Two Decades in Cyprus**

TOURISM	1978	1996	1997	1998
Tourist Arrivals, '000s	214	1,950	2,088	2,223
Hotel Capacity, no. of beds	8,358	84,549	84,368	86,151
Foreign Exchange Receipts from Tourism, CYP million	33.4	780.0	843.0	878.0

Between 1978 and 1998, the number of tourist arrivals increased nine fold, whilst the number of beds increased ten fold. The Bank of Cyprus (1999, p. 4) also presents details (Table 6) about the trading situation in Cyprus for the last two decades.

**Table 6**  
**Trading Partners for the Last Two Decades in Cyprus**

Exports, CYP million	1978	1996	1997	1998
E.U. Countries	43.4	184.2	173.4	209.9
Other European Countries	--	257.3	238.7	134.6
Arab Countries	59.9	111.3	131.2	123.3
Rest of the World	18.7	43.9	62.2	83.4
Imports. CYP million				
E.U. Countries	161.4	902.2	902.9	1042.5
Other European Countries	--	132.9	153.8	137.6
Arab Countries	22.8	78.9	44.4	47.4
Rest of the World	98.5	640.5	702.3	663.0

It can be seen (from Table 6) that the E.U. countries, in terms of both imports and exports, were by far most significant trading partners. On that basis, it is not surprising that Cyprus considers it will be beneficial to join the E.U. The overwhelming importance of tourism and trade makes many demands on workers, demanding people



with proper education and training involving the new technologies. According to Phylactou (1998, p. 13), the education of Cyprus has to aim, except to the mental and emotional cultivation of students, at their “productive participation towards the social and professional life”. Knowledge of other cultures, languages, customs and requirements are thus key requirements of the economy. Not surprisingly, these also form key aspects of the Europeanisation of Education.

Whilst it was considered appropriate to have the short detour above into the economy of Cyprus, it is important that sight is not lost of the other factors that have supported the growth of internationalisation. To return to the earlier text, Kobayashi (1986) saw the other factors in addition to the economic/industrial ones as being:

- Social factors (Section 3.3.2);
- Cultural factors (Section 3.3.3);
- Political factors (Section 3.3.4); and
- Idealistic factors (Section 3.3.5).

It is to a brief consideration of these other factors that we return.

### **3.3.2 The Social Factors**

Education as a social function has to address the needs of the society and adapt towards these needs as they change. Eleftheriades (1985, p. 16), suggests that one of the main aims of education should be “to help people to live together more successfully and effectively, according to the needs of their society”. Given that education is directly connected and influenced by the existing social frames, Panayides (1992, p. 69) argues that United Europe has to respond to new challenges and to be led through education towards the “new social perspectives and visions”. Writing about the social function of education in the future of Europe, Nuissl (1994, p. 33), notes that this function “will become increasingly important in the years to come”.

According to Papanoutsos (1976), the main social reasons that are giving rise to the internationalisation of education are:

FIRST: The explosion of the demand for labour, particularly for scientists and technicians of high standards for the economy, political administration, and for national safety.

SECOND: The explosion of knowledge, theoretical and practical, in all sections of science and skills.

THIRD: The explosion of the number of students in all educational levels, from the elementary school to the university, and in all the types of education from general educational to the vocational school and higher professional.

(Papanoutsos, 1976, pp. 201 – 212).

Analysing the above three factors, the following conclusions can be extracted. The explosion of knowledge and understanding as a result of scientific research and advance and their application in contemporary means and methods in production, administration and security does not demand “hands” but more highly educated “brains”. It is a case of thinking smarter rather than working harder. This implies not just higher general standards of education, but higher levels of scientific and technical / vocational / professional education.

Given the movement of labour (including academic labour) that is a key part of the European Union treaty, it increasingly seems possible that such high standards of education cannot be fully achieved without the cooperation and recognition of other countries providing both models of curriculum and actual provision. At the same time, the collection and management of information increasingly is being entrusted to networks of computers and collaborative research centres in different countries. Increasingly, cross-border modelling and institutional collaboration and cooperation are becoming a normal facet of international activity, especially in higher education.

Finally, due to the large increases in the number of students in all educational levels and the increasing movement of peoples across borders (legally or illegally) no country (at least in the European Union) now has the right to deprive youth of an education from which they can benefit. Consequently, international cooperation has to be developed for education, so that if a country is unable to offer the needed education, another country, after agreement, can provide it.

The wide-ranging social changes that have occurred in many countries of the world are also noted by Kobayashi (1986, pp. 65 – 71) in his analysis of the internationalisation of

Japanese education. He notes that “a number of factors can be cited to account for the trend towards international cooperation in education”. The social factors mentioned by Kobayashi are:

- The world-wide development of means of communication and transportation
- The increase of the number of tertiary students in their country and abroad
- The influence of a society by different cultural experiences, including ‘imported’ ones.

It has to be noted that the world-wide development of means in communication (e.g. World Wide Web) significantly increases the opportunities for contacts between companies, groups and individuals in different countries. This in turn has a number of knock-on effects, including individuals involved with cross-national contacts needing a command of foreign languages, a good understanding of customs and practices of the foreign countries themselves and appropriate interactive skills for associating and cooperating with foreign nationals. Today's education increasingly is expected to supply the means for the development of such skills and abilities.

Along side increases in geographical mobility brought about as a result of agreements between countries (as in the European Union), there has been an increase in the number of students both studying in tertiary education and abroad. Free and compulsory education, the acceptance of life-long learning, as well as student exchange programmes between countries have all increased the number of students benefiting from study abroad. Within the European Union, it is the duty of every government now to provide various kinds of assistance towards education, including financial assistance, to support study abroad, often in special joint institutionally provided programmes of study.

The increasing participation in international society creates another social factor, that of direct influence by other cultures. In addition to the influence of international cultural industries such as music and entertainment, children and adults, returning from foreign countries, or foreign children living now in other countries, present alternative perspectives and experiences, and so present challenges for education. Different cultural experiences have to be examined, respected, and where appropriate, integrated into study programmes and frameworks of national education.



### 3.3.3 The Cultural Factors

In the twentieth century, Europe bore much of the brunt of two world wars. Whilst the United Nations was a world-wide attempt to ensure peace and co-operation, the European Union has sought to be so on a smaller scale. It has to be remembered, though, that the political and cultural dimensions of the European Union came after the common market – the sharing of markets and the reduction of barriers between them. Since the early days, however, there has been an increasing wish to stress and bring about a common cultural framework. Edith Cresson (1996, p. 3) (the then Commissioner for Education and Culture) emphasised that “Europe as a cultural ideal which should be promoted”. Kakavoulis (1993, p. 27), goes further and argues that the aims of the European education should not be defined only by philosophers, psychologists and sociologists, “but by all the social, economic and cultural factors”. Photiou (1996, p. 3) too suggests that students in Europe must be aware “of their common mental, cultural and historical heritage”.

In spite of the differences between the various European countries, they are nevertheless connected by a history of common cultural and spiritual characteristics brought about by the common roots of the European civilization. These roots, which are very deep in Greek and Roman culture and colonisation, have significantly affected Europe’s fate in the past as well as at present, and most probably in the future. Kakavoulis (1993) writes about the role that these common roots of the European civilization have played and are still playing to the decisions regarding the unification of Europe:

During the last decades, the most important event, which was developed in Europe, and has international meaning and resound, is the solidification of the United Europe. There is an internal unity that is represented by the culture of the European countries. Its common roots and sources are primarily of Ancient Greece and Christianity, and secondly to Rome. This history promotes the universal and political unification of these countries, as a balance against the dangers that threaten our continent. Dangers originate from the phenomenon of internal cultural decadence and social disorganisation as well as dangers originating from the external threat of the threatening intentions of the mighty forces and coalitions on our planet.  
(Kakavoulis, 1993, p. 21).

A common cultural heritage, albeit one that has been affected by localised events in each country, remains a significant binding factor in the Greater European venture.

Such a heritage should neither be dismissed nor taken for granted but celebrated and built upon.

### **3.3.4 The Political Factors**

Today, the relations that govern the Nations are covered, at least formally, by International Law. According to Efstathiades (1976, p. 5), “international law is definitely indispensable for the settlement of international relations”. The aims of the international relations are the promotion of inter-understanding, the cooperation between people, the respect of human rights and the prevailing of peace. These aims, through education, should be made conscious to all people and predominate in the international relations between states.

Cyprus obtained its independence after hard and long-lasting struggles against colonialism. Issues like freedom, democracy, equality, peace and cooperation subsequently have become deep-rooted in the experiences and the conscience of Cypriot people. Consequently, Cyprus, after acquiring its independence, had as an aim the cooperation, prosperity, friendship and peaceful cohabitation of people at home and abroad. Cypriots have endeavoured to cooperate in various ways, not only with individual countries separately, but with a range of international organisations and coalitions as well, such as the United Nations, the Council of Europe, the Commonwealth, the Non-Aligned Movement, and the Organisation on Security and Cooperation in Europe (OSCE). An important political decision for Cyprus is considered the development of relations of Cyprus with the European Economic Community initially and with the European Union later on. Political collaboration is necessary in order for Cyprus to remain an independent nation, conceding sovereignty only in those aspects such as defence that it wants to. Belonging to a wider set of collaborative arrangements does go some way to ensuring the continued independence of the Greek Cypriot nation. In the words of the old adage – Unity is strength.

### 3.3.5 The Idealistic Factors

By idealistic factors are those humanistic values that, in Cyprus at least, come from the close ties with Greece and the universalistic nature of ancient Greek philosophers and philosophy. Such ideals now are embodied in the United Nations, and are the promotion of understanding, tolerance and friendship between all nations independent of race, ethnicity and religions, as well as the development of collaborative activities for peacekeeping and human solidarity.

According to Kobayashi (1986, p. 65), these ideal factors combine into the belief “of mankind as a family”. Kakavoulis (1993, pp. 25-26) notes too that “the human values and ideals that predominate between the people of every nation, should develop a new European educational policy”. He emphasises that the role of this new educational policy as a result of these ideals should be changed and “from a means for social control it should become a process to develop the genuine humanism and the mutual understanding and cooperation between nations”. Husen (1994, p. 2974), too supports these idealistic factors in order to promote the internationalisation of education. According to Husen, these values, whilst “idealistic and elusive”, should link the internationalisation of education with “certain programs in the formal educational system”. These new educational programs should develop training in international thinking with the purpose “of fostering certain attitudes that lead to international solidarity, rejection of racial prejudice, and understanding of other cultures”.

Pinxten (1997, pp. 151 – 159) notes that these idealistic factors are based on two “means” or “educational principles”. Believing in a “new personhood” in Europe, for “Europe is diverse and not French, English or anything else”, he supports “intercultural negotiation (IN)” and “intercultural education (ICE)” as the two “means” or “educational principles” for the promotion of this new personhood. According to Pinxten, any education that sponsors nationalism or fundamentalism should be abolished and/or fought against. Education should be directed to the strengthening of respect of human rights and fundamental freedom, and should promote understanding, tolerance and friendship among all nations. Pinxten actually writes:



Intercultural negotiation (IN) and intercultural education (ICE) are two emerging perspectives that break away from traditional and national identity concepts. The underlying philosophy views the European person as one who is capable of dealing with diversity of both a social and cultural nature. The effect of this is to focus socialisation and (school) education on the enhancement of individual capacities to cope with intercultural communication and negotiation.

(Pinxten, 1997, p. 151).

The development of the internationalisation of education, including Europeanisation, thus has at its centre an idealistic concern with human dignity, tolerance, interdependence and mutuality.

### **3.4 The Educational Meaning of the Internationalisation of Education for Cyprus**

It is a truism to say that the different factors itemised and considered above still have to be articulated within an educational context. This next section, with its constituent sub-sections, is important for it considers in more detail the various aspects of educational provision that collectively are considered to constitute the internationalisation of education. In Cyprus, partly because of the colonial past, but more particularly because of its application to join the European Union, internationalisation means Europeanisation – the orientation of Cypriot education to European realities, concepts, contents and practices of education.

#### **3.4.1 The Roots of Europeanisation**

As we have already indicated, such ideas are not particularly new, though their significance has increased. The Pedagogical and Psychological Encyclopaedia - Dictionary (1989) notes that:

The roots of an international education should be looked after the first attempts that started developing during the 19th century as regards the subject of the "comparative education". Later and specially after World War II, an important improvement took place by using education as a tool for international understanding and for the planning of adequate

educational programmes so that youngsters be able to work in foreign countries.

(Pedagogical and Psychological Encyclopaedia - Dictionary, 1989, vol. 3, p. 1522).

According to this new trend, relations between Countries are based upon the attempt to promote progress and development through cooperation and understanding. Education remains one of the most suitable functions to promote these outcomes. Justifying the introduction of the internationalisation of education, Kobayashi (1986), writes:

Internationalisation in education means neither a Machiavellian tool for international politics and economics, nor an impracticable utopia; rather it is an activity to link the actuality and the idea, which argue respectively that the human world is one and should be one.

(Kobayashi, 1986, pp. 65 – 66).

According to Hansen (1998, p. 9), the “origins” of the European dimension in education within the European Community dates back to 1970, “when attitudes towards education, within both community institutions and the member states, slowly began to loosen up”. Overwhelmingly, this “loosening up” was centrally concerned with ensuring a new prosperous Europe, Miariti (1990) notes:

Europe's future lies in the hands of its youngsters, as today's young people are the future citizen of the founding Unified Europe, the Europe of Citizens.

This Europe needs suitably educated "manpower", with indispensable knowledge and performances. It needs people who will respond to the newly identified needs. It needs people who will generate new procedures to simplify and resolve any problems that will arise. It needs people who will create “Europe to stand up”, as Winston Churchill had visualized it after World War II, and address itself to the international audience with loud voice in order to be heard.

(Miariti, 1990, p. 30).

Recently, especially after the Treaty on European Union, signed in Maastricht on 7 February 1992 (edited by the Council of the European Communities and the Commission of the European Communities in 1992), education has a major position in the hierarchy of priorities of the European Union. The aim of this strengthened educational dimension is the creation of “European citizens”, that is citizens which will edify a new Europe, a "Europe without boundaries", where all its people will cooperate,

intermingle, prosper and be happy. In this context, Anouil and Karides (1996, p.3) approvingly quote Jean Monet who declared that “we are not building a coalition of States, but a union of peoples”.

### **3.4.2 The General Aims of Europeanisation**

Due to the significance of education in Europe, education systems have to evolve to play a new, very significant role. Referring to the new role that school education has to play in meeting the new demands of European, Kakavoulis (1993) writes:

European society requires schools where children must be able to develop greater confidence and responsibility, students need to be able to develop the contacts they have with the real world in order to respond better to the various sides of their personality and to offer ample space for criticism. This society will resemble a bit our present society, as it will require more space for action to be developed, to increase exchanges in traveling, to aim to a multi-lingual training, bigger variety of trends and more stable acceleration of the rhythm of the scientific and technological development. It will mean more peoples' involvement, meeting more people, a bigger adaptability to handle relations with other nations and various countries.

(Kakavoulis, 1993, p. 76).

The quote by Kakavoulis is important as it stresses:

- Confident, responsible and responsive performance by students;
- Contact with the outside world to assist their personal development;
- Student exchanges and travel;
- Competence in a number of languages;
- Increasing standards of scientific and technological capability; and
- Adaptability and initiative in international relationships.

Babiniotis (1993, p.231) too perceives the changes to be:

- The better acquaintance of people in the level of language, history and civilization;
- mutual understanding;
- an emphasis upon the characteristics which unify people with a parallel



- decrease in contrasts;
- the respect of differences of sensitivities and particularities of every nation; and
- the cultivation of the cultural bonds and values which unify Europe, consisting of what is known as Western European civilization.

These are not inconsiderable challenges, and in many countries remain precisely that – outstanding challenges that still have to be fully addressed and met. That is certainly the case in Cyprus, despite the significant advances that have occurred.

The year 1996 was a key year for European education as that was the year during which the White Paper on Education and Training was published “when the European Commission is raising the profile of Education and Training” (Waddington, 1996, p. 33). The White Paper (edited by the European Commission in 1996), gives the general objectives of the European Union Policy for education and training as being:

1. Encouraging the acquisition of new knowledge, i.e. raising the general level of knowledge;
  2. Bringing school and the business sector closer together, including developing apprenticeship in Europe in all its forms;
  3. Combating exclusion by offering a second chance through school;
  4. Promoting proficiency in three Community languages; and
  5. Treating material investment and investment in training on an equal basis. Education and training are a priority as European competitiveness is not good enough.
- (European Commission, 1996, pp. 9 - 11).

Regarding the contents that the European education has to transmit to its students, Maratheftis (1992) notes:

The common European ideology in conjunction with the scientific, technological and economical development will constitute the contents for a new European Educational System in Europe.  
(Maratheftis, 1992, p.67).

### **3.4.3 The Implementation of Europeanisation**

It has to be said at the outset that there are many facets to the Europeanisation of education in Cyprus. Additionally, whilst it is possible to make a conceptual map of the

desirable changes, not all of them have been implemented nor perhaps implemented as fully as they could be. This undoubtedly is due to political issues and concerns, economic circumstances and “the dead hand of history”. Nonetheless, it is possible to identify the sorts of changes and developments that are required for Europeanisation to become an effective educational ideology. The following sections deal with those aspects.

### **3.4.3.1 Expenditure on Education**

If Europeanisation is not to remain a pipe dream, it is possible to suggest that there should not only be a redefining of what monies are spent on, but also possibly an actual increase in the Gross National Product (GNP) of a country that is spent on education. In Cyprus, according to the Department of Statistics and Research, Ministry of Finance (1991, p. 5), in 1990, 11.4% of the country’s budget and 3.5% of the GNP (that is an amount of CYP91.0 million) were spent on education. The current cost per pupil/student by level of education was: pre-primary CYP296, primary CYP500, secondary CYP1,084, third level CYP1,009 and special education CYP2,329.

At all levels of education, there were 1,102 schools, 138,439 full-time pupils/students and 8,287 teachers. Of the total pupils/students, 78.7% were enrolled in public schools and 21.3 in private. The enrolment of pupils/students by level of education was: pre-primary 23,694, primary 62,962, secondary 44,614, third level 6,554 and special education 615.

During the academic year 1990/91, the total number of Cypriots who studied abroad was 9,028 (excluding those not registered with the Ministry of Education for obtaining foreign exchange).

In 1996, according to the Department of Statistics and Research, Ministry of Finance (1996, pp. 5 – 6), 12.9% of the country’s budget and 4.5% of the GNP (that is an amount of CYP192.5 million) was paid for all levels of education. The current cost per pupil/student by level of education is: pre-primary CYP590, primary CYP894, secondary CYP1,585, third level CYP2,298 and special education CYP4,847.

At all levels of education, there were 1,207 schools, 162,498 full-time pupils/students and 12,275 teachers. On the total number of pupils/students, 81.0% were enrolled in public schools and 19.0% in private. The enrolments of pupils/students by level of education were: pre-primary 25,996, primary 64,761, secondary 61,266, third level 9,982 and special education 493.

During the academic year 1996/97, Cypriot students abroad totaled 9,813 (excluding those students not registered with the Ministry of Education and Culture to obtain foreign exchange for their studies).

According to the Law Number 4 (II) of 2000 (pp. 83 – 102) for the budget of the Republic of Cyprus in respect of the financial year ending 31 December 2000, the summary of charges and expenditure for the appropriate budget are CYP2,229,903,253. From this amount CYP226,066,938 (that is 10.1% of the budget) has been disposed to the Ministry of Education and Culture. For the other Ministries, the following amount has been disposed (Table 7).

**Table 7**

**The Distribution of Cypriot Finances by the Ministry for the Financial Year Ending 31 December 2000**

	<b>CYP</b>	<b>%</b>
<b>Ministry of Defense</b>	<b>224,799,570</b>	<b>10.0%</b>
<b>Ministry of Agriculture, Resources &amp; Environment</b>	<b>110,222,904</b>	<b>4.9%</b>
<b>Ministry of Justice &amp; Public Order</b>	<b>89, 050,606</b>	<b>3.9%</b>
<b>Ministry of Commerce, Industry &amp; Tourism</b>	<b>23,000,264</b>	<b>1.0%</b>
<b>Ministry of Labour &amp; Social Insurance</b>	<b>101,371,569</b>	<b>4.5%</b>
<b>Ministry of Interior</b>	<b>139,576,182</b>	<b>6.2%</b>
<b>Ministry of Foreign Affairs</b>	<b>13,673,309</b>	<b>0.6%</b>
<b>Ministry of Finance</b>	<b>937,550,374</b>	<b>42.0%</b>
<b>Ministry of Communications &amp; Works</b>	<b>165,777,389</b>	<b>7.4%</b>
<b>Ministry of Health</b>	<b>125,637,946</b>	<b>5.6%</b>



Whilst countries may find it difficult to make significant increases in their GNP devoted to education, this does not mean that countries do not recognise an ongoing need for there to be a continuous “disposal of capital for investment in education” (Papanoutsos, 1976, p.206). Wishing to build an effective “learning society”, the European Commission (1996, p. 70), acknowledges that investment in education “is a prime factor in competitiveness and employability”.

### **3.4.3.2 Compulsory and Free Primary and Secondary Education**

In order that the Cypriot educational provision for primary and secondary education be in accordance with the rest of the European Union, it is appropriate that their provision at primary and secondary levels at least mirror those of other member states. For this to occur, primary and secondary education should be available both freely but compulsorily. That is, all children are expected to attend primary and secondary schools, whether public or private (see Section 2.4.1 General Information about Education of Independent Cyprus).

Primary education was already free and compulsory at independence (1960), though at that time primary education was termed “elementary education”. Compulsory secondary education was not implemented fully till 1985 (see Section 2.4.2.3 Secondary Education above).

### **3.4.3.3 The Expansion of Tertiary Education**

It was common during British colonial rule for tertiary students who were able to afford it or obtain scholarships to travel abroad for their education. Not surprisingly, this travel tended to be the UK, which still takes the majority (though a steadily declining majority) of Cypriot students studying abroad. Cypriot university education did not start till 1992, when the University of Cyprus opened its doors for the first time (See Section 2.4.2.5 Tertiary Education above).

As noted in Section 2.4.2.5, there have developed a number of other tertiary educational establishments, mainly concerned with the provision of specialist education for specific trades or professions. These institutions are :

- The Higher Technical Institute which offers three or four year courses in mechanical, electrical, civil and marine engineering and computer
- The Forestry College which offers two years training in forestry and six months postgraduate courses
- The School of Nursing and Midwifery which runs a one, two or three year courses in general and psychiatric nursing and midwifery
- The Hotel and Catering Institute which provides education and training at the middle and higher level for hotel and catering personnel, and
- The Mediterranean Institute of Management which provides one year post-graduate courses in management.

#### **3.4.3.4 Student and Teacher Mobility**

One of the aims of the education and youth policy of the European Community is the “encouragement of mobility in students and teachers” (European Commission, 1997, p. 84). This provision and support for mobility (travel and study in other countries) allows students and teachers to experience and familiarise themselves with the different environments, cultures and educational traditions which exist in European nations.

According to Husen (1994, p. 2973), students’ exchanges provide the chance of creating friendships and understanding during their youth and not later, which he considers indispensable for reducing rivalry between nations. On the other hand, Husen notes that the exchange of educators offers the opportunity for learning from experiences on educational issues, thus positively influencing the education of their country.

### 3.4.3.5 Higher Expectations of Enhanced Levels of Attainment

The development of secondary and tertiary levels of educational provision implies that Cyprus directly is interested in increasing the levels of qualifications obtained through the education system. According to Kakavoulis (1993, pp. 25 - 34) uniformity between the educational systems of the European countries should lead to the upgrading of their education though not to the absolute uniformity, as “the characterisation of every nation should be maintained and projected and should always be respected”. In addition, Kakavoulis (1993) notes that a European educational policy, should foresee not only a high quality education, related to the interests of every individual, but also the cultivation of the humanitarian values that bind people.

It is clear at this moment in time (2000 AD) that Cypriot education has not yet caught the British preoccupation with core subjects (numeracy, literacy and science) nor skills. At the same time, there is no shortage of advice. According to Photiou (1996), all lessons would be taught within the framework of the European spirit and will thus demand the following:

- Education for principles and development of personality
- Creativity, imagination, elements for arts
- Maintenance of the national language
- Acquiring one or two foreign languages
- Basic knowledge of mathematics, technology and sciences
- European history, underlining the inter-independence of the nations
- Knowledge of the European geography
- European ethics
- Education on all major religions.

(Photiou, 1996, pp. 3 - 4).

In order that the educational systems of European countries could be renewed to represent the new ideas about education in Europe, Panayides (1992) proposes the following:

- The strengthening of the general education and specialisation at later ages
- The emphasis on how and not on what and the familiarization with technology, and especially with computers
- The in-depth knowledge of the mother tongue and in parallel the learning of at least two European languages
- The cultural protection of the national minorities and the introduction to schools of the disabled

(Panayides, 1992, pp. 68 - 69).



Husen (1994, pp. 2974 - 2975) prefers to take a slightly different line. The internationalisation of education should be concerned with certain skills and competencies “that will enable young people to function in an international setting, such as mastery of foreign languages, knowledge and insights into foreign cultures, and the history and geography of other nations”. The more specific and pragmatic goals mentioned by him were formulated by the Swedish Commission of the Internationalisation of Higher Education, and consisted of an emphasis upon:

- (a) Employability in the international labour market, including international and intergovernmental organisations.
- (b) An orientation towards the future.
- (c) The inculcation of specific skills and knowledge necessary in order to function in an international context, such as language skills and knowledge about other cultures.

To assist the development of international education, Husen (1994, pp. 2975 – 2976), supports “the internationalisation of curricula and textbooks”. Hansen (1998, p. 12) mentions even more specific measures promoted by the Ministers of Education of the E.U. in 1988. These measures were the following:

- the formation of “European clubs”;
- the participation of schools in activities organised as part of the European Day;
- the participation of schools in a European Schools’ Competition; and
- increased cooperation between the member states in the area of school sports.

Developments of this kind have been sporadic and initiated by keen teachers and school managers rather than being normal policy and practice. What such ideas do show, however, is the potential range of curriculum contents and processes there can be in support of the Europeanisation of the curriculum. Maratheftis (1992, p. 64), for instance, is yet another Greek writer who proposes a European ideology aimed at influencing all the European educational systems. This new European ideology has at its core the following principles:

- The respect of human rights.
- The respect of each one's cultural identity.
- The implementation of democratic relations.
- The acceptance of the equality of all cultures of the member states.
- The love for Nature and the protection of the environment.

In British terms, such matters are dealt with in the subject known as Personal, Social and Health Education (PSHE), though that term is not found in Cyprus. Were it to be found, it is likely to have such goals as:

- (a) Awareness of global interdependence and the importance of international understanding.
  - (b) The promotion of international solidarity as expressed in the efforts and resources devoted to financial and other assistance to developing countries.
  - (c) Acceptance of the Western pluralistic value orientation, and tolerance towards ambiguity
- (Husen, 1994, pp. 2974 - 2975).

These are values that would be called 'multicultural' in the UK, where:

Respecting different cultural and ethnic identities, and combating all forms of chauvinism and xenophobia are essential components of action in the field of education. Education systems must educate young people for democracy, for the fight against inequality, to be tolerant and to respect diversity.

(European Commission, 1993, p. 6).

Neave (1984) too highlights the four areas which the Commission identified in 1974 as constituting the backbone for a European educational policy. These four areas were:

- (i) furtherance of foreign language teaching;
  - (ii) promotion of the study of Europe as part of the ordinary curriculum;
  - (iii) cooperation between bodies of higher education across the Community; and
  - (iv) expanded support for European style schools.
- (Neave, 1984, pp. 8-9).

### **3.4.3.6 Aspects of Pedagogy and Curriculum Contents**

Many of the Greek writers on pedagogies agree with Ioannidou-Koutselini (1991), who argues that student-centred learning methods more readily address developing concerns in education such as:

- The emphasis on quality education.
- The development of the students' competence within a life-long education.
- The Connection of knowledge with life and life's activities, especially work.
- Respect and support of every student's individuality.
- The Promotion of cooperation, tolerance and creative participation in society.

(Ioannidou-Koutselini, 1991, p. 11).

Panayides (1992), too promotes the following curriculum content measures:

- A shifting of the offering from the transmission of knowledge to the development of critical ability and the acquisition of skills.
- A greater connection of the academic knowledge and experience with the working environment, the productive process and especially with new technologies; and.
- Enhanced knowledge and contact with the common European international problems (poverty, mobility etc.).

(Panayides, 1992, p.68).

These are all sound propositions, though if the experience of the English National Curriculum is anything to go by, putting all the precepts and proposals into a defined curriculum space bounded by time is likely to be extremely problematic. That is no excuse, however, for not trying!

## **3.5 The Cypriot Education Ministry Response to Europeanisation in Education**

From the outset of negotiations for admission to the European Union, Cyprus has been required to adopt the concept of the European dimension in education. Consequently, Cyprus is obliged to harmonise its education with the European Union by modifying the content of its educational policy. Whilst intending to be a full member with the United



Europe, Cyprus differentiates the aims it already has for its education. The Ministry of Education (1992) added the following aim to the already existing ones:

Another basic aim is the orientation towards Europe, the development of the idea of the European unification, through which the elimination of differences and the formation of the European citizen with multi-functional social and cultural perspectives is aimed.  
(The Ministry of Education, 1992, p. 19).

As a result, Cypriot education is now required to offer to its students an education based on the principles of freedom, democracy, peace and justice in such a way that local as well as the international cooperation and understanding be encouraged. The orientation of the Cypriot education is characteristically underlined by the Minister of Education and Culture, Mrs Angelidou (1995), in her message for the start of the new academic year 1995-96. This message was addressed to the educators and students of all levels of education. The Minister stated that the framework for Cypriot education should have in our days:

Humanitarian education, democratic institutions, peace and justice, respect of human rights, in conjunction with technological and economic progress, are Europe's messages.

Since we are going towards this direction, we must be ready to take and give. To cooperate, as equal partners, with all the elements civilization offers to us and the will to become partners of a big under development society.

This precondition is a very personal effort of ourselves, but mainly yours, because you will make up the active members of the United Europe and will compete with all people of your age in the common European area.  
(Angelidou, 1995, p. 2).

### **3.6 Conclusions: Europeanisation as both an Idealistic and Pragmatic Response to Developing Realities**

If, “today, the whole world has become a neighbourhood” (Maratheftis, 1992, p. 62) with faster and faster channels of communication and opportunities for travel, the idealistic notion of “mankind as a family” (Kobayashi, 1986, p. 61) too has had a significant role to play in the development of Europeanisation of education in Cyprus.

According to these assumptions, all people, independent of the differences in culture, ethics, religion and social values should cooperate and co-exist peacefully. According to Maratheftis (1992, p. 62), the idea of universality should be daily lived through “the internationalisation of culture, the internationalisation of political history, the internationalisation of economy and the internationalisation of military force”.

Because of its historical past, its culture and the religious beliefs of its inhabitants, Cyprus has always accepted and supported the idea of universality in the relations between people. Especially after its independence, its attachment to this idea is expressed by its participation in all the international organisations that have as aim the cooperation between people and the promotion of peace. The relatively recent decision to become a member of the E.U. reconfirms its firm commitment to this value.

The willingness of Cyprus to promote the idea of universality through education is demonstrated from the content of the National Report of the Ministry of Education and Culture on the occasion of the 45th Session of the International Conference of Education in Geneva in September - October 1996. In this report of the Ministry of Education and Culture (1996, p. 1), it is stressed that education in Cyprus is continuing to develop in quantity and quality under the internationally accepted principle. Education is “not only a basic human right, but also a significant productive investment in humanity”.

Phylactou (1997b, p. 43) on the desirability of a new educational dimension encapsulated by the term “European dimension in education”, notes:

The aim must be the creation of the future citizen of Cyprus, characterised by maturity and broad-mindedness, fulfilment of personality, love for Freedom and Democracy, commitment to ideals and traditions. In addition, the future citizen of the Republic of Cyprus, the citizen of the 21st century, must be supported with the necessary knowledge and training, in order to be able to face the needs of life in all sectors of our broadened world.

(Phylactou, 1997b, p. 43).

The focus of the present research was to find out the perceived changes of the educational system of Cyprus considered necessary for education to become more effective and responsive to the contemporary demands. Makrides (1998), notes the following with regard to the European Dimension in Education:

The general term “European Dimension” embodies the cooperation, communication and understanding between the people of Europe, in order to fulfil the basic principles on which the European Union is based. Especially in education, the term “European Dimension” aims at forwarding the following:

- The idea of Europe in the school curricula
- The movement of ideas in the European area
- The acquaintance of the cultural traditions and the languages of the European countries
- The common face of the problems which influence the European area.

(Makrides, 1998, p. 1).

This definition gives considerable scope and focus to the research design and techniques.

Whilst the Ministry of Education might believe and assert this, it was by no means clear that such perceptions of “Europeanisation” are shared in the educational service itself. To test such ideas, the author carried out a survey of secondary educators in Cyprus. The explanation of that survey and the rest of the thesis are carried out in the next chapter.



## **CHAPTER 4: THE RESEARCH METHODOLOGY**

### **4.1 Introduction**

In any chapter headed “research methodology”, it is appropriate to begin by providing a definition of research at the heart of the research endeavor. In a consideration of what research is, Greenfield (1996, p. 3) suggests that “research is an art aided by skills of inquiry, experimental design, data collection, measurement and analysis, by interpretation, and by presentation”. Greenfield conveys a lot in this definition, using words like “art”, “design”, “analysis”, “interpretation” and “presentation” to suggest that research is a creative activity, as well as being skillful, inquiring, and involving the collection of data. In the terms used by Greenfield (1996) the decision about what data to collect, and how, is itself an act of creativity and creation.

Similarly, the use by Greenfield of the word “interpretation” implies that the meaning of any quantitative and qualitative data is not self-evident. Instead, the data has to be related to a research issue or question (however vague), and be “read” and rendered meaningful in the process. In social research, moreover, given that it is concerned with real human beings, it is quite possible that the research process creates unique and original data through the very processes of researching. This construction process arises through is what is referred to below as the constructivist underpinning of research (Section 4.3).

### **4.2 The Research Issues**

The review of the literature, especially the creation of the schema of factors promoting changes in the Cyprus education system (see Diagram One, Chapter One), convinced the author to believe that the next major development would involve the Europeanisation of the curriculum, particularly at the secondary level. This change is due to the increasing probability of Cyprus joining the European Union at some time in the not too distant future. That being so, the initial research focus of this study became the attitudes,

perspectives, meanings and perceived realities of the Europeanisation in Cypriot secondary education.

In developing the list of the possible aspects on Europeanisation of education to be researched, the author was aware of many related curriculum and organisational issues as a result of his own wide experience of the Cypriot Secondary education system. Consequently, those related elements too became part of the research focus, being included in the research instruments (see below). To aid him in the process of identifying items for the research instrument, the researcher sought the advice and perspectives of former colleagues at the Pedagogical Institute of Cyprus. The staff there, whilst extremely helpful in considering the data processing aspects of the research, also contributed to the areas to be covered in the research instrument, adding to its length and complexity. Consequently, the research instrument proved in the end to be far too large and unwieldy, especially in the data analysis and presentational stages.

Nonetheless, the context to the decisions over research items to include in the instrument, and thereby what that data should be, it was important to bear in mind the research goals provided in Chapter One, but articulated in research design format. Thus, the research questions arise from the research goals, and are as follows:

With secondary level educators, to

- (a) empirically investigate perceptions concerning the implications of the internationalisation of education with particular reference to the European dimension in education; and
- (b) gather and analyse views on the existing Cypriot educational system in order to identify those elements educators believe continue to serve the Cypriot students and which do not.

In terms of subsequent analysis, the research then proceeded, on the basis of (a) and (b), to identify changes that should be introduced to the Cypriot educational system. These changes are proposed in order for secondary education to become more effective and

adapted to the needs of our era, and specifically Cyprus joining the European Union. The research issues thus imply the necessity for “empathic identification”, “defined as the capacity for attending how another person feels rather than merely imagining ourselves in his/her position.” (Salvio, 1998, p. 44). It was considered that the sample respondents should have the opportunity to respond in a structured way, even to issues that they may at that stage not have given a great deal of consideration to previously. That caused a brief consideration of the constructivist underpinning of the research.

### **4.3 The Constructivist Underpinning of the Research**

It is not important to carry out a full-scale review and analysis of constructivism here, for to do so would take us away from our purposes. Good starting points, however, for such a review are Fox (1996) and Delanty (1997). Instead, what this section does is to explain why the basic aspects of constructivism is applicable as a conceptual underpinning of this research, and what aspects of constructivism that we have explicitly taken on board in the research.

The basic construct of a constructivist approach is that sentient animals, including human beings, create understandings of their environment, and, on the basis of those “maps” of understanding, are able to act on, and interact with, other elements of that environment. As Steier (1991, p. 2) notes, constructivism assumes that our versions of reality “refers not to an independent world ‘out there’ but to our own constructing processes.” Greunder (1996 p. 24) explains this creative process relatively simply as follows:

The past, of course, no longer exists, so we cannot experience it again. And the future, although it does not yet exist, powerfully affects our lives as, speaking metaphorically, its elements relentlessly enter our ‘presence’ in the present. However, since we are inescapably part of the world outside our skin, and our fates depend upon our ability to manipulate our bodies and act in that world in such as way as to provide for the necessities and needs of our lives, it is vital that we know more than our momentary experiences could yield. We have an urgent need not only to know the present, but what may be, either in relation to our own actions, those of others, or raw nature. And to learn these things, we need to be able to take into account the events, now past, that followed upon other experiences, now past.

(Greunder, 1996, p. 24).



Greunder in addition says that,

Once we measure the full weight of the recognition that our sensations and awareness occupy only the temporal present, there is no alternative but to recognize that all of our knowing which goes beyond the present – and which includes what we need to make sense of what is present – requires the mediation of structures, concepts, or, if one prefers, constructs which are internal to us.  
(Greunder, 1996, p. 25).

Furthermore,

There are myriads of kinds of circumstances under which human beings form cognitive constructs of different complexities and on different levels of abstraction, test them, augment or keep or discard them. These function with different sensory modalities, place different demands upon memory and cerebral integrating functions, and interact differently with the autonomous and voluntary parts of the nervous system and the skeletal and muscular systems of the body.  
(Greunder, 1996, p. 26).

The range of constructs of the world that we develop and/or employ may be self-devised, but are often also “picked up” or accumulated within the body of social relationships and experiences that we have. Bamberger and Schon (1991) refer to these complex sets of constructs as a reference structure, by which they mean,

That complex network of internalised mental structures that guide the meanings that we seem to find but which we actually make of the phenomena to which we attend. The development of such mental structures is closely linked to the symbol systems associated with a community of users in a domain.  
(Bamberger and Schon, 1991, p. 192).

The domain of users in this research were educators, and specifically different categories of educators, whose structural position in the Cypriot education system create different (though overlapping) sets of concerns and understandings. It is probable that many of the educators in the sample may already have developed views and perspectives (“mental structures”) upon the issues we researched, and may even be able to discriminate in their views (i.e. in terms of the strength) in which a perspective is held. Where that is so, such an understanding both explains and justifies the use of attitude scaling in some questions in the research.

Other educators, however, may not have thought previously or seriously about their views on a particular aspect of secondary education in Cyprus. Consequently, in order to answer the questionnaire or interview schedule used in this research, they will have had to construct their view, even if that construction is one of having no view on the issue. It thus is possible that the process of answering the questionnaire may in effect cause them to construct their perspective/response on the issue in question. Alternatively, the respondents may well draw upon the repertoire of perspectives already present in the sets of social relationships that they are party to. Nonetheless, even in this situation they still have to choose or construct their perspective from those available to them. In constructivist epistemology, knowledge has a tendency to “prove itself” by the degree of functional fit to the circumstances and pre-existing frameworks (Von Glaserfeld, 1991, p. 17).

In causing educators to record and/or develop their constructs in response to the questionnaire and interview schedule used in the research, there may well be a beneficial gain for the educator concerned. The questions may have the effect of bringing aspects of educational provision into their consciousness and possible agendas simply by being asked. Calhoun (1995) is clear on the value of this when he wrote,

Not just research but everyday life can be the source of challenges to complacency in our views of the world. Our ordinary relations with other people provide us with occasions for seeing the world from different angles and thinking it in different rhetorics. Our practical projects - even the project of growing up - confront us not only with the need for some continuous sense of identity but with the multiplicity of the world and of ourselves as creatures of that world.  
(Calhoun, 1995, p. 2).

In effect, the questionnaire and interview may also cause some educators to review and possibly revise their opinions and perspectives upon a topic as a result of being asked to make a response. This was almost certainly the case with some of the sample members in this research. Europeanisation, for instance, may not have been a familiar concept for many, nor was its meaning and content self-evident. In such cases, perspectives and viewpoints had to be constructed.

As this research is primarily concerned with collective responses of categories of educator, this “disturbing reality” effect, though recognised, has had to be downgraded. Such downgrading may be a limitation, though if it is, the subsequent analysis tends to suggest that the actual effect is small because of the broad similarity of response in the stratified samples. Whatever the antecedent, the response given, whether pre-existing or constructed, remains a construct and a position taken. That in itself makes the perspectives worthy of consideration.

#### **4.4 Research Design and Techniques**

Although there is a distinction between research design and research techniques, each influences the other to some extent. The term research design refers to the totality of the research, including the rationale for the research methodology taken, while the term research techniques refers specifically to methods of collecting and organizing data. The research design process thus begins with the research issues. The research issues were defined above as focusing upon secondary level educators in order to:

- (a) empirically investigate perceptions concerning the implications of the internationalisation of education with particular reference to the European dimension in education;
- (b) gather and analyse views on the existing Cypriot educational system in order to those elements educators believe continue to serve the Cypriot students and which do not.

These research questions should not be seen as mutually exclusive. Indeed, it was expected that the responses would condense and overlap the wider European concerns with domestic ones that are experientially based, especially as,

The (national) aims (of education) are excellent, linking education to the historical, social, moral, cultural, economic and political context of Cyprus... On the whole they (the aims) are in accord with the aims of education of states within the European Community and with countries having membership of OECD.  
(UNESCO, 1997, p. 13).



The UNESCO Report (1997, p. 31) additionally notes that Cypriot parents and students have an “almost universal ambition to gain a university degree.” At the same time, the Report notes that the current educational provision “is being adversely affected by a continuous process of urbanisation by which families are leaving the countryside to reside in towns” (UNESCO, 1997, p. 4). Consequently, the problems experienced and articulated by the different categories of educators (see Section 4.5.5 and 4.6.4 below) are intimately related to issues and developments concerning school populations affected by urbanisation being experienced in Cyprus and elsewhere in Europe (Harvey, 1989). It is possible to suggest that the problems of displacement and urbanisation arise in a more concentrated form in Cyprus as a result of the Turkish invasion of 1974 and the subsequent partition of the island of Cyprus. As the UNESCO study itself notes,

The high motivation for academic education is explained by many as a response to the trauma of the Turkish occupation of the country in 1974 which caused massive displacement of communities and provoked a sense of insecurity in which education came to be regarded as the one possession which could not be taken away.  
(UNESCO, 1997, p. 9).

It is likely also that the 1974 invasion was a significant impetus to the Greek Cypriot State identifying the necessity to relate to, and eventually join, the European Community for economic and political survival.

It might be suggested that the concern for empathic identification – the process of eliciting the attitudes and perspectives of different categories of educators (see above) might best be accomplished by qualitative research methods, especially interviews. This qualitative approach is acceptable for those category of educators where interviews are feasible in terms of work load and status (e.g. senior education officers). Even then, however, a structured interview technique was used to enable comparisons to occur between their responses and the other categories of paid educators (teachers, assistant headteachers and headteachers).

#### **4.4.1 The Research Design**

Oppenheim (1992, p. 6), confirms that research design “refers to the basic plan or strategy of the research, and the logic behind it, which will make it possible and valid to draw more general conclusions from it”. Taking that further, the concern of the research design was two-fold. Firstly, the intention was to produce a descriptive study of aspects of secondary education. No previous survey of this size and complexity has been carried out in secondary education in Cyprus in relation to the focus of the research. Consequently, a descriptive survey was favoured as it is concerned to “chiefly tell us how many (what proportion of) members of a population have a certain opinion or characteristic” (Oppenheim, 1992, p. 12). Secondly, the research sought to identify and similarities and differences between different categories of educator towards the research topics. There was no attempt, however, to go further than that, for the research did not attempt to enunciate upon the causes of any differences and similarities that may occur.

#### **4.4.2 The Research Techniques**

Given the number of desired research items to cover (see 4.5.1 below) and the different category of educators (see 4.5.5 and 4.6.4 below), it was clear that questionnaires and the interviews represented the most “direct and simple methods of collecting data” (Nisbet and Entwistle, 1978, p. 33). The necessity of the questionnaire and the interview as data-collecting instruments, for the purposes of this thesis was obvious for the size of the different research samples. The questionnaire was administered to over 600 secondary school teachers in Cyprus, while interviews was carried out with a sample of 21 senior education officers and the Minister of Education as well as the European Union Representative in Cyprus. Whilst many of the questions in the questionnaire and interviews were the same or very similar, it was considered more appropriate, due to their status, to relate face to face with senior ministry officials (see below).

## 4.5 The Research Questionnaire

To plan a questionnaire for use in research is not an easy task. A good deal of attention is needed for the formulation of the questions in order to ensure that the extent and presentation of the questionnaire generates the responses required and thus contributes effectively to the proposed outcomes of the research. As Anderson (1990, p. 207) notes, if a questionnaire is constructed well, it “permits the collection of reliable and reasonably valid data relatively simply, cheaply and in a short space of time.” Attention too was given to the whole appearance of the questionnaire in order to produce “a clear and user-friendly layout” (Cohen and Manion, 1985, p. 96). A copy of the final questionnaire is provided in Appendix Three, page 206.

### 4.5.1 The Design of the Questionnaire

The questionnaire was constructed on the basis of three unequal contributions. Firstly, and most importantly, the questionnaire items were constructed on the basis of prior reading (e.g. on the meaning of Europeanisation of Education). Secondly, some items resulted from insider knowledge of current issues in the Cypriot secondary education system. Thirdly, items arose as a result of discussions with previous colleagues in the Pedagogical Institute of Cyprus. Not surprisingly, these processes gave rise to a large number of items, all of which the researcher wished to have responses to. Birley and Moreland (1998) note the following regarding the sources from which research questions are likely to come from:

1. Published books and articles. Very often such publications will contain ideas for further research which can be framed into research questions. Alternatively, existing research will often throw up research questions other than those it answers.
2. Similarly, all professionals and managers will develop or have a wealth of experience. Reflections on this experience can often give rise to questions that can be answered by carrying out a piece of research.
3. Finally, common-sense issues arising from one’s own expertise may be a good place to start.

(Birley and Moreland, 1998, pp. 9 – 10).



Following collation of the items, the questionnaire was divided in three parts. Part A consisted of general information, and asked personal data of respondents (age, sex, marital status, number of children, years of service in education, qualifications, position in School and types of School). Part B concentrated upon eliciting the opinions of the respondents about the educational system of Cyprus. Specific questions were asked of teachers in Gymnasias, Lyceums, Technical and Vocational Schools and Hotel and Catering Schools. These questions mainly concerned the subjects in the curriculum, and which subjects were compulsory or optional. A series of questions were asked about other secondary education topics such as:

- where students go when they leave their institution;
- the best way to enrol students in higher institutions;
- the time available for study; and
- perceived student satisfaction with the learning experiences they receive.

Finally, in Part C, questions concerning the Europeanisation of education in Cyprus were asked.

The questionnaire included both “open” or “closed” questions (see Oppenheim, 1992, p. 115 for an analysis of the advantages and disadvantages of each type of question). The majority of the questions, however, were closed as they are “easier and quicker to answer; they require no writing, and quantification is straightforward” (Oppenheim, 1992, p. 114). Open or free-response questions were used when the thoughts of the respondents needed to be formulated freely without any restrictions. Oppenheim (1992, p. 113) dryly notes, however, that open questions “are often easy to ask, difficult to answer, and still difficult to analyse”. For a number of the closed questions, a Likert scale (Oppenheim, 1992, p. 195) was used to elicit responses to items covering,

- agreement (or not) with the present school type arrangements;
- the years required of the different sorts of education;
- the upper age for compulsory education;
- the payment of fees (or not) for each age phase; and
- the preferred age of transfer between school types.

### 4.5.2 Validity of the Questionnaire

Any technique used to collect data should be valid and reliable. Oppenheim (1992, p. 160), defines validity as “the degree to which an instrument measures what it is supposed or intended to measure”. In the field of educational research, Oppenheim (1992, p. 162), refers to four types of validity (content, concurrent, predictive and construct validity). For the purpose of the present research, the content validity method was used. Content validity “seeks to establish that the items are a well-balanced sample of the content domain to be measured” (Oppenheim, 1992, p. 162).

The questionnaire, as it was initially prepared, was presented to and discussed by a team of educators serving in the Section of Research and Evaluation of the Pedagogical Institute of Cyprus, who were asked to consider each item, and the overall coverage of the items. From this, minor alterations were carried out. According to Moser and Kalton (1992, pp. 355 - 356), the assessment of content validity “is essentially a matter of judgment; the judgment may be made by the surveyor or, better, by a team of judges engaged for the purpose”. This certainly happened in this case.

### 4.5.3 Reliability of the Questionnaire

Moser and Kalton (1992, p. 353), write that a questionnaire is “reliable to the extent that repeat measurements made by it under constant conditions will give the same result”. According to Oppenheim (1992, pp. 159 - 160), “reliability means consistency”, though he does add that reliability “is never perfect and that it is always a matter of degree”. Reliability is expressed in the form of a correlation coefficient, and in the social and behavioural sciences, it is rare to find reliabilities much above .90, with perfect reliability having a coefficient of 1.00.

There are several different methods to measure reliability. Oppenheim (1992, p. 160), refers to four (The test-retest method, the internal consistency method, the split-half method and the parallel form method). In this research, the method used for reliability was test-retest. The test retest method is used when the same test is given on two occasions to the same sample separated by a period of time, in order to find out if the

participants' views taking part in the sample remain stable or not. As a result of that, the questionnaire was given to a group of 20 educators, who were picked out at random, to answer it. After an interval of ten days, the same measure was administered to the same group. The scores obtained in the two administrations were then correlated. The result was an acceptable reliability coefficient of .90.

#### **4.5.4 Piloting**

Having carried out an initial check on the validity and reliability of a questionnaire, the piloting of the questionnaire followed. A pilot study is, "the dress rehearsal and, like a theatrical dress rehearsal, it will have been preceded by a series of preliminary tests and trials" (Moser and Kalton, 1992, p. 48). The questionnaire was piloted by 20 educators who were chosen at random from the Register of Secondary Cypriot Teachers. The pilot sample was different from the sample used for the reliability of the questionnaire. Very minor layout changes resulted, so consequently, the questionnaire was ready for distribution to the chosen sample of educators for its completion.

#### **4.5.5 The Questionnaire Sample Frame and Size**

One of the first steps in research is to define the target population for the questionnaire. As the population was all the teachers in Secondary Education in Cyprus, the total number of educators in Secondary Education during the academic year 1993-4 based upon the numbers published by the Department of Statistics and Research, Ministry of Finance (1994), was 3409 divided down into:

- Gymnasia: 1844 educators
- Lyceums: 1091 educators
- Technical and Vocational Schools: 394 educators, and
- Hotel and Catering Schools: 80 educators.



Consequently, the sample had to be stratified and weighted in order to take into account the different numbers at each type of school. To guide the selection by school type, as a full sample was not considered feasible, the guidelines provided by Papanastassiou (1990, p. 62 – see Appendix 5, Table 8, page 237) on sample size by number in sample was used. This resulted in the following breakdown by School type:

- Gymnasias: 295 educators (1844 x 16%);
- Lyceums: 175 (1091 x 16%);
- Technical and Vocational Schools: 150 (394 x 38%), and
- Hotel and Catering Schools: 44 (80 x 55%).

The variance in percentage sample size was designed to provide sufficient results for them to be statistically viable. Subsequently, the sample was drawn at random within each stratified sample to ensure that “every member of the population has a statistically equal chance of being selected” (Oppenheim, 1992, pp. 39 - 40).

The precise selection of 664 educators who would answer the questionnaire was made with the help of a Table of Random Numbers (presented in the Appendix 6, Table 9, page 238) provided in Papanastassiou (1990, p. 59), and the catalogues of the educational staff of Secondary Schools of Cyprus. For the selection of these educators, apart from their position, specialisation and type of school they served, the sex of the respondent was also taken into consideration to ensure that the proportions represented the population as a whole.

#### **4.5.6 Implementation of the Questionnaire**

With the assistance of headteachers of schools in which the chosen sample of educators served, the questionnaires were distributed, completed, and then returned. Whilst the headteachers were concerned with the distribution and collection (thus promoting a high response rate), they were not allowed to see the completed questionnaires. The questionnaires were forwarded to the selected persons during the period between February and early July 1996. The statistical analysis of the collected data began at the end of July. The rate of response consequently was 93.5%.

#### 4.5.7 The Analysis of the Questionnaire Data

Any data obtained from a questionnaire or an interview has to be analysed. One method to analyse the data collected is statistical analysis, especially with questionnaires. Oppenheim (1992, p. 157), underlines that “more commonly, the data are subjected to statistical analysis, aided by computers”. The statistical analysis of the data was conducted using the SPSS computer programme, at the end of July 1996. Descriptive as well as inductive statistics were used in the analysis. Descriptive statistics helps, by computing means, standard deviations, percentages, and correlation coefficient to reduce the collected data to a form by which it gives useful information. Blalock (1979, p. 5), writes that descriptive statistics “is especially useful in instances where the investigator finds it necessary to handle interrelationships among more than two variables”.

Inductive statistics helps investigators to be led to a conclusion that can be generalised. Referring to the inductive statistics, Blalock (1979, p. 5), mentions that “inductive statistics is based directly on probability theory, a branch of mathematics. We thus have a purely deductive discipline providing a rational basis for inductive reasoning”. In order to analyse the results by using inductive statistics, various methods of investigating the results are used. The most important of these methods are the analysis of variance, cross tabulation and T test. These methods are used to test the significance of difference between the independent variables and dependent variables. Usually, .05 is determined as a statistical significance level. This means that if the results of a research leave a margin of 5% error, the result is acceptable.

The analysis of variance, cross tabulation and T test were used to test the significance of differences between the educators' views, taking into consideration five out of eight independent variables which were the age, sex, years in service in education, the position and the type of schools educators are employed at. The other independent variables not used were marital status, number of children and qualifications.

The independent variable “years in service in education” was divided in six parts: 1-5, 6-10, 11-15, 16-20, 21-25 and 26 and over. The independent variable “position in school” was divided into the headteachers, the assistant headteachers and the teachers. The

independent variable “type of school” consisted of the four types of secondary school (gymnasium, lyceum, technical and vocational school and hotel and catering school). The independent variable “qualifications” was collated into four groups: the holders of post-secondary diplomas, of college diplomas, of university–graduate studies diplomas and of university–post graduate diplomas.

Having collated the data, the results were summarised in tabular form. Some of the data are presented in diagram form too, so that the information resulting from the research can easily be understood. Papanastassiou (1990, p. 101), writes that “tables and diagrams can be easily read and give information in a more effective way compared to texts describing their content”.

Before moving to the presentation and discussion of the results, there is a need to explain the other research instrument, that of the interview.

## **4.6 The Design of the Interview Schedules**

For the research, because of the desirability of obtaining views and perspectives from educators other than those based in schools, three different interview schedules were designed. These interviews were answered by (a) Senior Education Officers (b) the Minister of Education and Culture, and (c) the Head of Delegation of the E.U. Commission to Cyprus. The questions asked were similar to those of the questionnaire given to educators so that the information received would allow for some comparison.

### **4.6.1 Rationale for the Interview Schedules**

Writing about what an interview is and why this is often superior to other research instruments, Best (1981), notes:



The interview is, in a sense, an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information verbally in a face - to - face relationship.

With a skilful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are usually more willing to talk than to write.

(Best, 1981, p. 164).

Oppenheim (1992, pp. 81-82), presents the following advantages:

1. Interviewers come into their own when there is a need for open-ended questions. Open-ended questions are important in allowing the respondents to say what they think and to do so with greater richness and spontaneity.
2. Interviews can produce increased response rates with persistence.
3. Interviewers can give an explanation of the purpose of the study more fully and convincingly.

The most important determinant, however, of both response rates and of the quality of the responses are the subject's motivation. The interviewer has to develop ways of engaging the respondent's interest and attention and to leave the respondent feeling that something pleasant, interesting and worthwhile has been accomplished. Thus, according to Anderson (1990, p. 222) "the interview is probably the most widely used method of data collection in educational research". An interview is considered to be more flexible than the questionnaire, allowing questions to be repeated if they were not understood at first. An interview is more suitable also to situations where numbers of respondents are small, and other considerations (such as the rank of the person, as in the Minister for Education and Culture) come into consideration.

As in the case of drawing up questions for a questionnaire, special attention should be given when questions are drawn up for an interview, in order to respond to the aim of the research. Nisbet and Entwistle (1978, p. 43), note that the aim of a research can be achieved only "if the interview is carefully and adequately organised by using a schedule which will include the proper questions". To enable comparisons to be made more easily, the structured interview was adopted as the most suitable format, with all respondents being asked the same questions in the same order. As a result of using the structured interview, the analysis of data and the presentation of findings was easier and the

conclusions more easily extracted. The three interview schedules for the Senior Education Officers, the Minister of Education and Culture and the EU Representative to Cyprus are presented in the Appendix 4, pages 232, 234 and 236 respectively.

The interview schedules contained questions regarding:

- personal data of the respondents (same as in the questionnaire);
- current issues in the educational system of Cyprus and possible suggestions for changes; and
- the nature of the developing relationship between Cyprus and European Union.

#### **4.6.2 Validity of the Interview Schedule**

The validity of an interview is an important issues for the success of research. With regard to this research, all the interview schedules were presented to and discussed by a team of experienced research/educators serving the Department of Research and Evaluation at the Pedagogical Institute of Cyprus, in order to evaluate them for their validity. As a result, some minor corrections to layout and sentence structures were made. Subsequent to this, (and the reliability tests below), the interview schedule for the senior education officers was pilot tested by three senior education officers who again were randomly chosen. The questions were considered clear and acceptable, with no changes being required.

#### **4.6.3 Reliability of the Interview Schedule**

As the second and third interviews were with unique individuals (the Minister for education and Culture and the EU Representative to Cyprus), a reliability test was carried out only for the interview schedule prepared for the senior education officers, by using the method of test-retest. The interview schedules were administered during interviews with three senior education officers who were chosen at random. After an interval of ten days, the same measure was administered to the same personnel. The

results of the interviews were then compared, with the scores obtained in the two administrations correlated. The result was an acceptable reliability coefficient of 0.95. The interview schedules were now ready to be used.

#### **4.6.4 The Implementation of the Interview Schedule**

Interview arrangements were scheduled and carried out with the Minister of Education and Culture of Cyprus, the Head of Delegation of the E.U. Commission of Cyprus, as well as with the senior education officers on the educational system of Cyprus. To establish the interviews, letters were sent to all participants. These letters explained the purposes of the interviews, and asked the addressees to arrange for an appointment. The interview with the Head of Delegation of the E.U. Commission to Cyprus took place at his office on 13 February 1996, while the interview with the Minister of Education and Culture took place on 11 March 1996 at her office.

The main set of interviews were with senior education officers in Cyprus. UNESCO refers to these senior education officers as inspectors, noting their wide-ranging role and influence. As the UNESCO Report notes, "Direct control of activities in schools is undertaken by the inspectors who apart from the inspection of teachers has responsibility for teacher support, disciplinary matters, curriculum development and who also carries out a wide range of administrative functions" (UNESCO, 1999, p. 17).

As there were 39 senior education officers serving at the Ministry of Education and Culture on January 1996, a random sample of 21 senior education officers were selected from the total and interviewed, with the help of a Table of Random Numbers presented by Papanastassiou (1990, p. 59). The size of the sample again was made with the assistance of the Table presented by Papanastassiou (1990, p. 62), showing the size of sample with an error possibility of 2% on 99 out of 100, that is  $39 \times 55\% = 21$  (Tables 8 and 9 in Appendices 5 and 6, pages 237 and 238 respectively). The interviews with the Chief and Senior Education Officers took place during the period between February and early July 1996 at their offices. From the 21 senior education officers chosen, sixteen responded to the letter and were interviewed, giving a rate of response of 76%.



#### **4.6.5 Analysis of the Interview Data**

Following coding of the data from the interviews with the senior education officers, descriptive statistical analysis was carried out because of the small population it involved. The statistics provided from the answers given from these interviews were recorded in terms of frequencies and percentages. The data collected from the interviews was subsequently compared with those collected from the questionnaires to educators in order to ascertain the degree of accordance of views between educators and the persons who participated in the interviews on educational issues of interest of the present research. The data is presented and analysed in Chapter Five.

#### **4.7 Conclusion**

Both the questionnaire and interview were designed to find out the perspectives of personnel associated with, or involved directly in secondary education in Cyprus. Apart from their views on current issues such as the unification of schools and the distribution of time to subjects that was also highlighted by the UNESCO study (1997, p. 9), respondents were invited to indicate whether any changes were needed to the educational system of Cyprus as a result of such issues and the intended entry to the European Union and the acceptance of the idea of Europeanisation of Cypriot education. Justifying the idea of Europeanisation of education, Jones (1998, pp. 147 – 148), supports that this phenomenon is “the result of the desire for global peace, cooperation and economical progress”. He also adds that the great pillars of peace, progress and human rights “remain at the heart of popular folklore about the purposes and functions of the international system”. Kress (1996, p. 195) notes that the Europeanisation of education “will demand quite new kinds of dispositions, attitudes and skills, which go beyond the relatively simple issue of learning a number of languages, though that is an important aspect”.

As this research sought to cover a broad spectrum about secondary education, the questionnaire as well as the interview contained a lot of questions. The resulting size was a problem for the research, but an advantage for the findings of it. The large

number of questions became rather tiring as respondents had to spend a lot of time to complete them. The coding as well as the analysis of findings needed a lot of time also for the extraction of the information and resulting conclusions.

In addition, the number of persons involved in the research was large, even though sampling was used. Nonetheless, given the response rate, the percentage of respondents can be regarded as satisfactory. The lower response rate from the interviews compared to the response rate from questionnaires was due to the duties of the senior education officers which oblige them to work away from their offices, and sometimes abroad.

The findings and analysis produced by the questionnaires answered by educators as well as the interviews given by the senior education officers, the Minister of Education and Culture and the Head of Delegation of the E.U. Commission to Cyprus are presented in Chapters Five (Presentation and Comparison of the Main Findings).

## CHAPTER 5: PRESENTATION AND COMPARISON OF THE MAIN FINDINGS

### 5.1 Introduction

The aim of the research presented in this thesis is to identify current issues in Cypriot secondary education and to evaluate what is meant by the Europeanisation of education in the context of Cypriot Secondary Education. Arising from the findings, the next chapter formulates recommendations for the further development of the education system and Europeanisation. These recommendations are provided on the basis of findings contained in this chapter. Some changes are required in order that the educational system of Cyprus responds effectively to the needs of our society, especially after the decision of Cyprus to apply to join the European Union.

For this purpose, an in-depth study has been carried out on the development of the Cypriot educational system by reviewing relevant literature, especially that currently available in Greek. In addition, two sets of data from questionnaires and interviews have been collected and analysed. Over 600 secondary school-based educators completed a questionnaire. Additionally, interviews were carried out with:

- 16 senior education officers;
- the then (1996) Minister of Education and Culture; and
- the then (1996) Head of Delegation of the E.U. Commission to Cyprus.

With hindsight, a great deal of information was collected that, though interesting, was only indirectly relevant. In the light of that, the straightforward presentation of the entire data question by question has been provided in Appendix 7, page 239. Subsequently, three variables were discounted, these being marital status, number of children and qualification level. The variables retained were age, sex, the years in service in education, their position and the type of school. The aim of the presentation of these results in this chapter is to test the extent to which statistical significance differences were found in the views of the educators. Depending on the type of questions the statistical tests used were Analysis of Variance, Cross Tabulation and T Test.



Tables 80A and 80B (Appendix 7, pages 279 and 288) test the views of educators depending on their age by using Analysis of Variance and Cross Tabulation respectively. Tables 81A and 81B (Appendix 7, pages 289 and 291) test the views of educators according to their sex, by using T Test and Cross Tabulation respectively. Tables 82A and 82B (Appendix 7, pages 292 and 300) test the views of educators according to the years in service in education, using Analysis of Variance and Cross Tabulation respectively. Tables 83A and Table 83B (Appendix 7, pages 301 and 312) test the views of educators according to their position in education, by using Analysis of Variance and Cross Tabulation respectively. Tables 84A and 84B (Appendix 7, pages 313 and 323) test the views of educators according to the type of school they are employed, by using Analysis of Variance and Cross Tabulation respectively.

The rest of this Chapter concentrates upon what the researcher considers is important in the results of the questionnaire and interviews. Consequently, this Chapter initially provides the basic demographic data about the samples (Section 5.2). Following that, Section 5.3 incorporates and compares the key findings of both the educators and the senior education officers. The findings are presented under sub-headings for ease, and were carried out in order to ascertain whether the educational system of Cyprus responds effectively towards its social, economical and cultural needs and, at the same time, towards the requirements of Europeanisation. Section 5.4 draws the strategic responses that were provided by the Minister of Education and Culture and the E.U. Representative in Cyprus. Finally, Section 5.5 identifies the overlaps, similarities and differences in the responses of the different samples to the central developmental focus of the research, that of the contemporary educational requirements.

## **5.2 Basic Information about the Samples**

### **5.2.1 Questionnaire Sample**

From the first question (Table 10 and Diagram 2), it is shown that educators teaching in the secondary education in Cyprus are relatively old. The majority of them, 49.1% and 19.6% (total 68.7%) are 41 - 50 and 51 - 60 years old respectively, while only a small percentage of 3.9% are 21 - 30 years old. The remaining 27.40% represent educators of

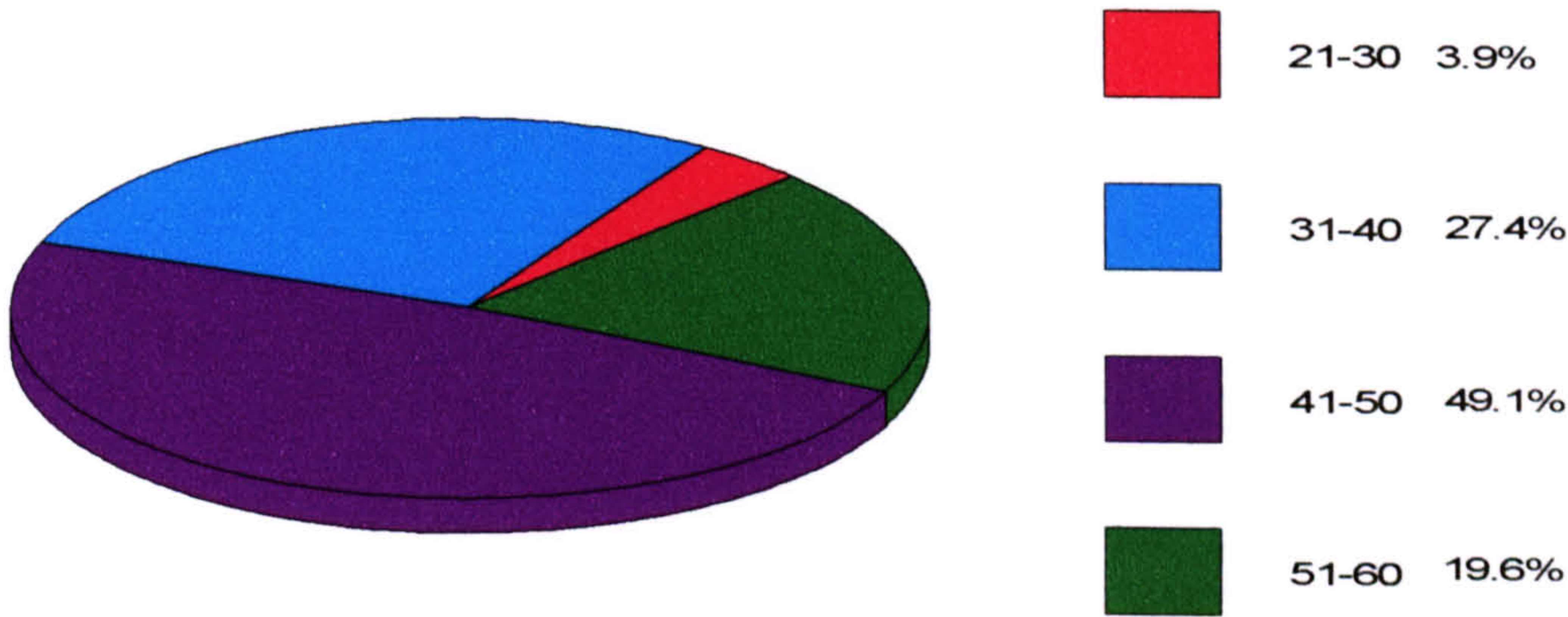


31 – 40 years old. The age distribution is undoubtedly due to the system of recruitment and promotion in Cyprus. Teachers are drawn from a waiting list (The Catalogue) on a systematic basis, so that “quantifiable factors such as age and academic qualifications are given greater weighting than qualitative factors such as creativity, enthusiasm, and performance-related ability (UNESCO, 1997, p. 9). This age distribution could be considered as a disadvantage for the Cypriot education, taking into consideration that the educational functioning and change often requires individuals with enthusiasm, originality and initiative, characteristics more often associated with the younger age groups.

**Table 10**  
**Age of Respondents**

AGE	N	%
21 - 30	24	3.9
31 - 40	170	27.4
41 - 50	305	49.1
51 - 60	122	19.6
TOTAL	621	100.0

**Diagram 2**  
**Percentages referring to the Age of the Respondents**





From the second question (Table 11) it is shown that the majority of sample educators in Cyprus (60.9%) were male, while a smaller percentage (39.1%) was female. This broadly corresponds to the teaching population as a whole (See Chapter Four).

**Table 11**  
**Gender Distribution of Sample**

SEX	N	%
Male	378	60.9
Female	243	39.1
TOTAL	621	100.0

The third and fourth questions (marital status and number of children), were asked in order to indicate if the respondents' interest in the educational system of Cyprus did not only originate from their profession, but from the interest a parent has for his/her own children. Generally, family ties are very strong in Cyprus. The aim of most young couples in Cyprus is to have 2 - 3 children, to educate and prepare them for their chosen profession as best as possible. The responses to the third question (Table 12) show that the majority of educators (91.9%) were married. Responses to the fourth question (Table 13) show that a high percentage of them (52.2% and 20.10%) had two, or three children respectively.

**Table 12**  
**Marital Status of the Respondents**

MARITAL STATUS	N	%
Single	50	8.1
Married	571	91.9
TOTAL	621	100.0



**Table 13**  
**Number of Children of the Respondents**

NUMBER OF CHILDREN	N	%
0	60	9.7
1	83	13.4
2	324	52.2
3	125	20.1
4	20	3.5
5	2	0.3
6	4	0.6
7	1	0.2
TOTAL	621	100.0

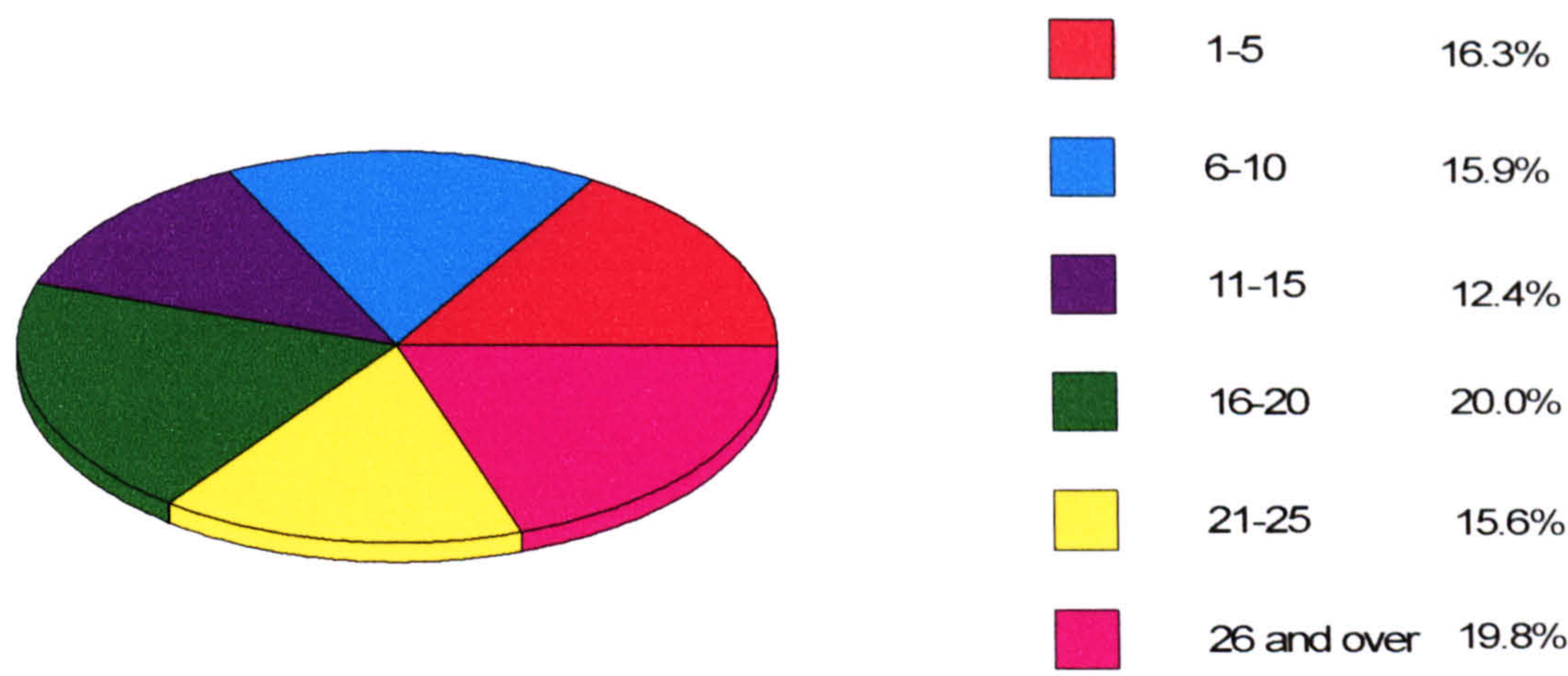
The fifth question (Table 14 and Diagram 3) asked about the years in service of the sample. The model category was 16 – 20 years in service. This amount of experience may be considered an advantage for the Cypriot education, for they may respond to change in a better way and be more efficient in their duties, though only if they offer their services with enthusiasm, originality and initiative. Alternatively, of course, the respondents could be set in their ways and be anti-change.

**Table 14**  
**Years in Service in Education of the Respondents**

YEARS IN SERVICE	N	%
1 - 5	101	16.3
6 - 10	99	15.9
11 - 15	77	12.4
16 - 20	124	20.0
21 - 25	97	15.6
26 and over	123	19.8
TOTAL	621	100.0



**Diagram 3**  
**Percentages Referring to the Years in Service in Education of the Respondents**



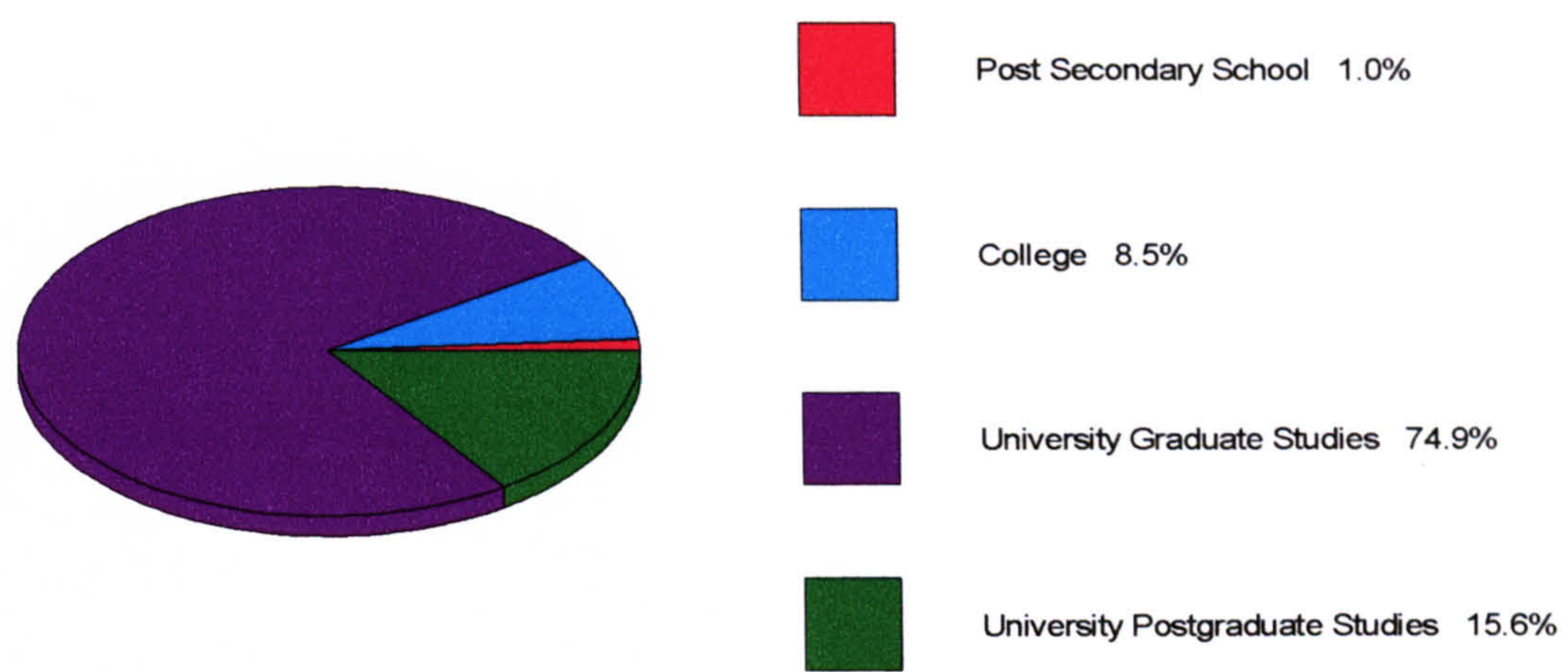
The sixth question (Table 15 and Diagram 4) concerned the questionnaire respondents' qualifications. Overwhelmingly, the teachers have graduates or post-graduates qualifications, those two categories comprising 90.5% of the sample.

**Table 15**  
**Qualifications of the Respondents**

QUALIFICATIONS	N	%
Post Secondary School	6	1.0
College	53	8.5
University - Graduate Studies	465	74.9
University - Post Graduate Studies	97	15.6
TOTAL	621	100.0



**Diagram 4**  
**Percentages Referring to the Qualifications of the Respondents**



The percentages of the seventh and eighth questions, position of respondents (Table 16) and the type of school they are employed (Table 17) respectively, have been calculated. The calculations take into consideration the number of educators determined by the operating rules of secondary schools about the position and the number of educators that should be employed in each type of secondary school.

**Table 16**  
**Position of the Respondents**

POSITION	N	%
Headteacher	37	6.0
Assistant Headteacher	68	10.9
Teacher	516	83.1
TOTAL	621	100.0



**Table 17**  
**Type of School Respondents are Employed at**

TYPE OF SCHOOL	N	%
Gymnasium	274	44.1
Lyceum	156	25.1
Technical & Vocational School	147	23.7
Hotel & Catering School	44	7.1
TOTAL	621	100.0

**5.2.2 Basic Data from the Interviews**

The first two questions addressed to senior education officers also concerned their personal data. From the first question (Table 85), which presents the years in this position they hold, it seems that in general, the officials of the Cypriot education have not many years of service in the position they occupy. This is due to the existing system of promotion for the education officers, where the basic criteria for promotion are not the qualifications and skills of an individual, but the years of service in education. In as much as many years of service in education one has, consequently he/she is old enough, then the possibilities for him/her to be promoted are more, taking of course into consideration his/her qualifications.

**Table 85**  
**Years the Respondents are at the Position of SEOs**

YEARS IN THE POSITION OF SENIOR EDUCATION OFFICER	N	%
1	5	31.3
2	4	25.0
3	2	12.5
4	3	18.8
5	-	--
6	-	--
7	1	6.3
8	1	6.3
TOTAL	16	100.0

This system of promotion seems to present some disadvantages, being based on age rather than capability. Consequently, it should perhaps be re-examined. The second question (Table 86) presents the years in service in education of senior education officers. The results of this question may be considered as an advantage, if the officers, by using their acquired experience, have ideas for changes for upgrading the education in Cyprus.

**Table 86**  
**Years in Service in Education of the Respondents**

<b>YEARS IN SERVICE</b>	<b>N</b>	<b>%</b>
<b>16 – 20</b>	<b>-</b>	<b>-</b>
<b>21 – 25</b>	<b>3</b>	<b>18.8</b>
<b>26 – 30</b>	<b>6</b>	<b>37.5</b>
<b>31 and over</b>	<b>7</b>	<b>43.8</b>
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

**5.2.3    The Basic Data from the Minister and the E.U. Representative**

The first two questions submitted to the Minister of Education and Culture of Cyprus, as well as the first question submitted to the Head of Delegation of the E.U. Commission to Cyprus, concerned their personal data (Appendix 8, pages 348 and 352 respectively).

From the first question submitted to the Minister of Education and Culture, it was considered an honour for her to head the Minister of Education and Culture of the Republic of Cyprus, since she believes that Education and Culture provide the “remarkable things” which make one a capable person. This view of the Minister of Education and Culture is specially important taking into consideration that she had been a trained and practicing educator and an important intellectual person for Cypriot society before going into politics. The Minister has worked for 35 years for Cypriot education. The E. U. Representative - Mr. Gilles Anouil - was not asked for his involvement in education as he was career diplomat, but he did affirm that he had been

the E.U. Representative in Cyprus since December, 1994. He thus has been in Cyprus nearly two years at the time of the interview.

### **5.3 Comparison of the Questionnaire and Senior Education Officers' Interview Findings**

The questions towards educators (headteachers, assistant headteachers and teachers) and the interviews with senior education officers were designed to elicit the degree to which they perceived that the educational system of Cyprus is responding effectively to the general social, economical and cultural needs of the society, including students' needs. In addition, their views on the possible impact of the European Union upon educational developments were also sought. (Readers are encouraged to relate to the questionnaire in Appendix 3 page 206 and to the interview schedules with senior education officers in Appendix 4, page 232). Though the questionnaire was lengthy, the questions generally were designed to be answered by:

- putting a tick "✓" in the box next to their preferred response or by completing the gaps (to open questions);
- or by circling one number from those next to their answer, using the scale 1 for not at all, 2 for a little, 3 for enough, 4 for very and 5 for absolutely.

#### **5.3.1 The Organisation of Education through Pre-Primary, Primary and Secondary Schools**

From Table 18 (question 9), it can be seen that the educators agreed with the educational system of Cyprus as it is organised through (a) pre-primary and primary schools, (b) primary schools and gymnasia, (c) gymnasia and lyceums of optional subjects and (d) gymnasia and technical/vocational/hotel and catering schools.



**Table 18**  
**Scale with which Educators Agree with the Provided Stages of Cypriot Education**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
9a	22	105	212	159	123	3.412	1.091
9b	10	45	162	198	206	3.878	1.007
9c	30	118	293	137	43	3.072	0.936
9d	38	26	278	135	44	3.034	0.974

Senior education officers believe more strongly that the educational system of Cyprus, as it is provided now through pre-primary and primary schools, through gymnasia and lyceums or technical/vocational/hotel & catering schools, does not satisfy the overall aims of the Cypriot educational system. From their responses to Question 3 (Table 87A), only a small percentage (18.8%) think that the educational system of Cyprus as it is organised now satisfies its aims. At the same time, from their responses to the scope of changes that should be carried out (Table 87B) senior education officers do not substantially reject the educational system of Cyprus as it is provided nowadays, but underline changes which they believe will render it more effective.

**Table 87A**  
**SEOs' Views on the Educational System of Cyprus**

OPINIONS	N	%
a. I believe that some changes need to be made, especially in Secondary Education	6	37.5
b. Certain changes are required in order for the system to be updated	3	18.8
c. Significant changes are certainly required	4	25.0
d. I think that the educational system of Cyprus as it is generally organised, satisfies the aims	3	18.8
TOTAL	16	100.0

**Table 87B**  
**SEOs' Suggestions for Changes to the Educational System of Cyprus**

<b>SUGGESTIONS</b>	<b>N</b>	<b>%</b>
<b>a. I would recommend the unification of Secondary Education, i.e. that of Lyceums, Technical, Vocational and Hotel &amp; Catering Schools</b>	<b>8</b>	<b>50.0</b>
<b>b. Changes should be made in the organisation and the curriculum with the unification of Primary and Secondary Education, so that humanitarian studies could be provided in all the years of Primary and the first years of Secondary Education. In the last years of Secondary Education, specialised education should be offered for future vocational career</b>	<b>5</b>	<b>31.3</b>
<b>c. No suggestion</b>	<b>3</b>	<b>18.8</b>
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

**5.3.2 The Starting Age for Primary Education**

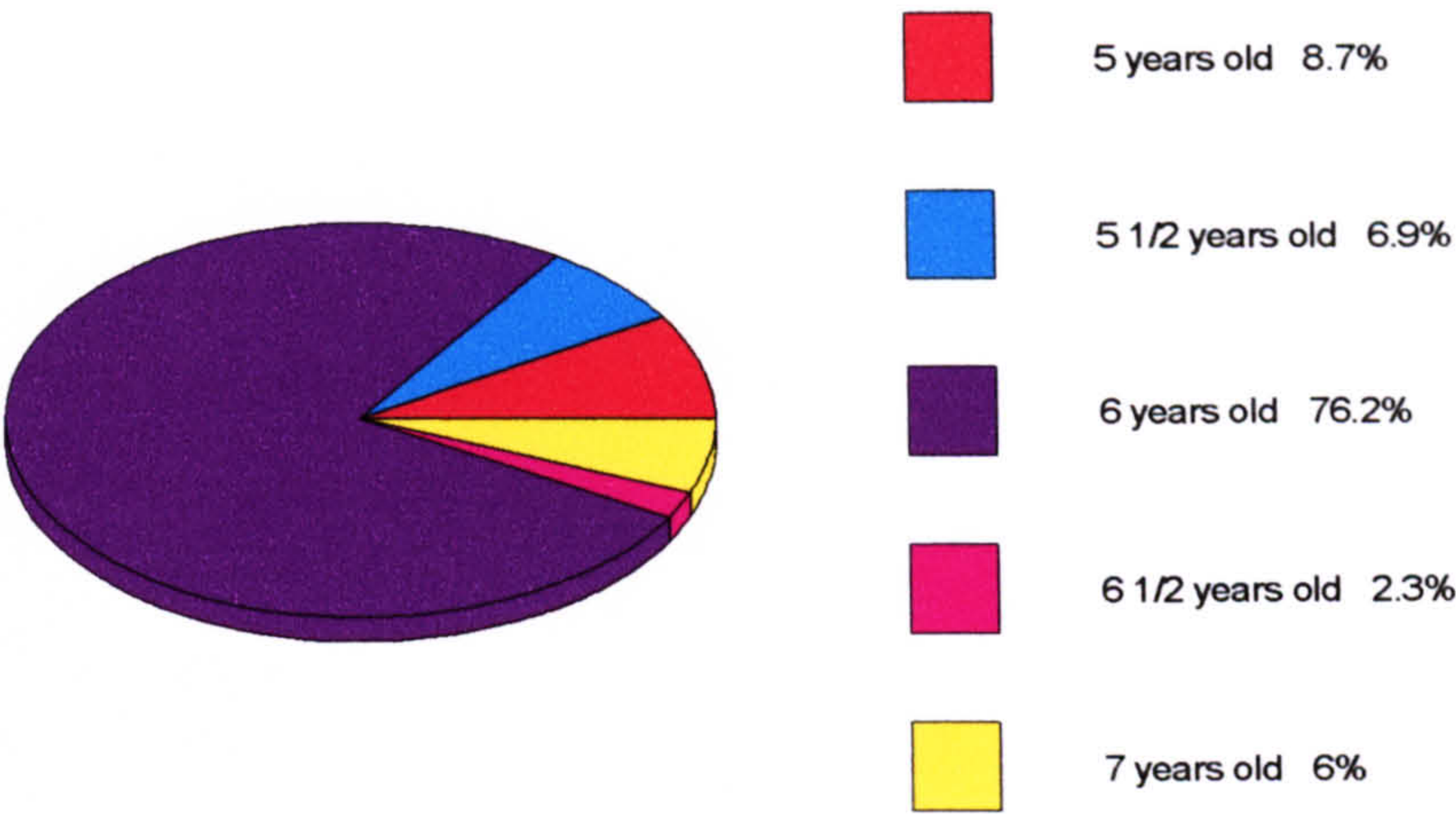
From the tenth question to educators, the majority considered that the starting age of 5½ for primary education which applies today, is not suitable. The majority of them, 76.2%, supports as the most suitable age, the age of 6 (Table 19, Diagram 5).

**Table 19**  
**Educators' Views about the Age that Children should Begin their Primary Education**

<b>AGE</b>	<b>N</b>	<b>%</b>
<b>5</b>	<b>54</b>	<b>8.7</b>
<b>5,5</b>	<b>43</b>	<b>6.9</b>
<b>6</b>	<b>473</b>	<b>76.2</b>
<b>6,5</b>	<b>14</b>	<b>2.3</b>
<b>7</b>	<b>37</b>	<b>6.0</b>
<b>TOTAL</b>	<b>621</b>	<b>100.0</b>



**Diagram 5**  
**Percentages Referring to the Age that Children should Start their Primary Education**



The age of 6 years was also considered the most suitable age that children should begin their education, by the majority (62.5%) of senior education officers (Question 5, Table 89A, in Appendix 8, page 328).

**5.3.3 The Duration of Basic Education: Primary, Gymnasia, Lyceums and Technical, Vocational, Hotel & Catering Schools**

**Length of Primary Education**

With regard to the length of time of primary education, the majority of educators, 85.0%, (Question 11a, Table 20A), supported the duration of six years for primary education, confirming what exists today. A small variance existed between the headteachers' views and those of the assistant headteachers' and teachers' views, though this does not effect the results of the question (Table 83A). Headteachers supported the duration of the primary education of more than six years ( $\bar{x} = 4.1892$ ), while the assistant headteachers and teachers supported a primary education of less than six years ( $\bar{x} = 3.9559$  and  $3.9612$  respectively).



**Table 20A**  
**Preferred Duration for Primary Education by Educators**

YEARS	N	%
3	-	-
4	7	1.1
5	45	7.3
6	528	85.0
7	39	6.3
8	2	0.3
TOTAL	621	100.0

**Table 83A (extract)**  
**Test for Significance of Differences between the Views of Educators according to their Position by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
11a	Between groups	2	0.9098	4.7744*
	Within groups	618	0.1906	
	Total	620		

Headmaster:  $\bar{x}$  = 4.1892, Assistant Headmaster:  $\bar{x}$  = 3.9559,  
Teacher:  $\bar{x}$  = 3.9612

\* p <.05

A small percentage of 12.5% of the senior education officers believed that it would be even better for the students to have a seven-year attendance in primary school (Question 5, Table 89B, in Appendix 8, page 328). The majority, however, favoured 6 years as the standard period of time.

**Length of Gymnasium Education**

Question 11b, reported in Table 20B asked the samples about the optimum duration of education in gymnasia. The 53.5% of educators support a duration of four years instead of the three that applies today. This point of view seems to be in accordance with today's trend towards an extended general basic education at the beginning of the secondary education and then, following on, more specialised education. In Cyprus, the

general humanitarian education is offered through gymnasias, while the specialised education is provided in the lyceums and the technical, vocational and hotel & catering schools.

**Table 20B**  
**Preferred Duration for Gymnasia by Educators**

YEARS	N	%
0	-	-
1	-	-
2	15	2.4
3	265	42.7
4	332	53.5
5	7	1.1
6	2	0.3
TOTAL	621	100.0

The headteachers had a small difference of opinion on the duration of the gymnasia, when compared to the assistant headteachers' and teachers' views. The headteachers support a duration of education very near to four years ( $\bar{x} = 4.8649$ ), while the assistant headteachers and teachers supported a duration of just under four years ( $\bar{x} = 4.3824$  and  $4.5407$  respectively) (see Table 83A in Appendix 7, page 301).

Regarding the duration of attendance in gymansia, the majority of senior education officers too (56,3%) supported the duration of four years, at almost the same percentage as educators (Question 5, Table 89C).

**Table 89C**  
**SEOs' Views Upon the Duration of Secondary Education - Gymnasia**

VIEWS	N	%
a. I think that the increase of attendance in Gymnasia from three to four years, would be better for the students	9	56.3
b. I entirely agree with the three years attendance in Gymnasia	7	43.8
TOTAL	16	100.0

**Length of Lyceum Education**

With regards to lyceums, the majority of educators (70.2%), wished the duration of education in lyceums to remain at three years as it is today (Question 11c, Table 20C).

**Table 20C**  
**Preferred Duration for Lyceums by Educators**

YEARS	N	%
0	-	-
1	-	-
2	120	19.3
3	436	70.2
4	64	10.3
5	1	0.2
6	-	-
TOTAL	621	100.0

There was again a difference in opinion between the headteachers from the one and the assistant headteachers and teachers from the other, without influencing the general result of the question. The headteachers support a duration of education at the lyceums between two and three years ( $\bar{x} = 3.6486$ ), while teachers and assistant headteachers support almost three years of education ( $\bar{x} = 3.9225$  and  $3.9853$  respectively) (See Table 83A in Appendix 7, page 302).

For the senior education officers (Question 5, Table 89D), 50.0% agreed with the lyceum being three years, yet a significant minority (37.5%) considered that the lyceum should be reduced to 2 years. If the number of schools was to remain the same, but longer time to be spent on primary or gymnasia education, there may well be some logic to reducing the time of post-gymansia from three to two years. However, that appeared to be a minority view.



**Table 89D**  
**SEOs' Views Upon the Duration of Secondary Education – Lyceums**

VIEWS	N	%
a. I think that the decrease of attendance in Lyceums from three to two years, would be better for the students	6	37.5
b. I entirely agree with the three years attendance in the Lyceum	8	50.0
c. The duration of attendance in Lyceums should be increased to four years	2	12.5
TOTAL	16	100.0

**Technical Education Duration**

As technical education in Cyprus is separated out into a technical direction for technician type education and a vocational direction for skilled and semi-skilled manual occupations, the questionnaire asked the preferred duration of time of the two streams. The findings on technical direction and vocational direction are provided in Tables 20D and 20E respectively. The three years education that is in force today for the technical schools – technical direction, is supported by the 72.1% of the educators of the sample (Question 11d, Table 20D). The same duration of education of three years is supported for the technical schools – vocational direction as well, though by only just over half the sample, 53.3% (Question 11e, Table 20E). Over a quarter of the educators, however, considered that the vocational direction could be reduced to 2 years.

**Table 20D**  
**Preferred Duration for Technical Schools -Technical Direction by Educators**

YEARS	N	%
0	3	0.5
1	2	0.3
2	68	11.0
3	448	72.1
4	84	13.5
5	8	1.3
6	8	1.3
TOTAL	621	100.0

**Table 20E**  
**Preferred Duration for Technical Schools – Vocational Direction by Educators**

YEARS	N	%
0	4	0.7
1	2	0.3
2	169	27.2
3	331	53.3
4	102	16.4
5	7	1.1
6	6	1.0
TOTAL	621	100.0

With regard to secondary technical education, the senior education officers supported by a percentage of 68.8% the three year attendance that exists today. A percentage of 12.5% and another of 18.8% support a four year and two year attendance respectively (Question 5, Table 89E). For the vocational technical schools, senior education officers agreed by a percentage of 62.5% a two year attendance, while the rest of 37.5% agree with the three year attendance as it is today (Question 5, Table 89F). Perhaps, those who support two years attendance, believe that it would be better for students experience if, instead attending practical lessons at the workshops of schools, to offer to the market of work.

**Table 89E**  
**SEOs’ Views Upon the Duration of Secondary Education - Technical Schools - Technical Direction**

VIEWS	N	%
a. I agree with the three years attendance in the Technical Direction of Technical Schools	11	68.8
b. The duration of attendance in the Technical Direction of Technical Schools should be increased from three to four years	2	12.5
c. I think that the decrease of attendance in the Technical Direction of Technical Schools from three to two years would be better	3	18.7
TOTAL	16	100.0

**Table 89F**  
**SEO's' Views Upon the Duration of Secondary Education - Technical Schools - Vocational Direction**

VIEWS	N	%
a. I think that it would be better to decrease the attendance in the Vocational Direction of Technical Schools from three years to two	10	62.5
b. I agree with the three years attendance in the Vocational Direction of Technical Schools	6	37.5
TOTAL	16	100.0

**Hotel and Catering Education Length of Study**

From the findings presented in Table 20F (Question 11f), the educators supported for hotel & catering schools, either a three years education (50%) or a possible reduction of the present three years to two year attendance, by a further 33% of the sample. The duration of studies in force today, however, at the hotel and catering schools is three years and is considered adequate.

**Table 20F**  
**Preferred Duration for Hotel & Catering Schools by Educators**

YEARS	N	%
0	4	0.6
1	7	1.1
2	209	33.7
3	316	50.9
4	77	12.4
5	5	0.8
6	3	0.5
TOTAL	621	100.0

There is a difference in opinion between the educators according to their position. Headteachers support a duration of studies at the hotel and catering schools of more than three years ( $\bar{x} = 4.1081$ ), while the assistant headteachers and teachers support less



than three years ( $\bar{x}$  = 3.5735 and 3.7791 respectively). See Table 83A in Appendix 7, page 302).

The majority of senior education officers (68.8%), supported the three year attendance at the hotel and catering schools which exists today (Question 5, Table 89G), while a percentage of 12.5% and another 18.8% support a four year and two year attendance respectively.

**Table 89G**  
**SEOs’ Views Upon the Duration of Secondary Education - Technical Schools - Hotel & Catering Schools**

<b>VIEWS</b>	<b>N</b>	<b>%</b>
<b>a. I agree with the three years attendance in the Hotel &amp; Catering Schools</b>	<b>11</b>	<b>68.8</b>
<b>b. The duration of attendance in the Hotel &amp; Catering Schools should be increased from three to four years</b>	<b>2</b>	<b>12.5</b>
<b>c. I think that the decrease of attendance in the Hotel &amp; Catering Schools from three to two years would be better</b>	<b>3</b>	<b>18.8</b>
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

**5.3.4 Compulsory Education**

The twelfth question (Table 21) presents educators agreeing by a percentage of 69.6% on education being compulsory until the age of fifteen, something which exists for the Cypriot educational system.

**Table 21**  
**Educators’ Views About Compulsory Education until the Age of Fifteen**

<b>OPINIONS</b>	<b>f</b>	<b>%</b>
<b>YES</b>	<b>432</b>	<b>69.6</b>
<b>NO</b>	<b>189</b>	<b>30.4</b>
<b>TOTAL</b>	<b>621</b>	<b>100.0</b>

By way of comparison, 68.8% of the senior education officers agreed with the compulsory education until the fifteenth year of students' age (the status quo), while a percentage of 6.3% believe that it would have been better for the students if the compulsory education was extended until the age of 18. Only a small percentage (12.5%) disagreed with the compulsory education, while another percentage of 12.5% agreed that compulsory education should continue until the fifteenth year of students' age but, at the same time, they suggest that should be provision by the State for the employment of those students who do not have the ability to further their studies in secondary education, (Question 6, Table 90A in Appendix 8, page 330).

**5.3.5 Free Basic Education**

The fourteenth question asked to educators about free basic education in Cyprus (currently 6 years primary and 6 years secondary education). From the answers given (Table 23), it seems that 64.4% support free education, while 35.3%, do not support free basic education. Another small percentage (0.3%) does not have an opinion on the matter. The positive answer does indicate however, that the existing principle for free education to all children is by no means universally popular in the sample.

**Table 23**  
**Preference for Free Basic Education Expressed by Educators**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
<b>YES</b>	<b>400</b>	<b>64.4</b>
<b>NO</b>	<b>219</b>	<b>35.3</b>
<b>NO RESPONSE</b>	<b>2</b>	<b>0.3</b>
<b>TOTAL</b>	<b>621</b>	<b>100.0</b>

Differentiations were noted in educators' views towards free education depending on their sex (Table 81B) and on the type of school at which they are employed (Table 84B). In Table 81B, while male educators (1) are positive towards free basic education by a percentage of 61.0% (39.0% answered negatively), female educators (2) are positive by a greater percentage of 70.2% (29.2 answered negatively).

**Table 81B (extract)**  
**Test for Significance of Differences between the Views of Educators according to their Sex by Using Cross Tabulation**

QUESTION	OPINIONS	%	%	%	$\bar{x}$
		1	2	TOTAL	
14	Yes	37.2	27.5	64.6	5.50408*
	No	23.7	11.6	35.4	
	TOTAL	60.9	39.1	100.0	
	Yes	61.0	70.2		
	No	32.0	29.8		
	TOTAL	100.0	100.0		

\* p<.05

As regards the difference of views for free basic education between educators depended on the type of school they are employed in (Table 84B), a percentage of 70.7% of educators who are employed at gymnasia (1) answered positively to free basic education (29.3% answered negatively). This compared with a percentage of 56.1% of educators employed at lyceums (2), a percentage of 60.8% of educators employed at technical and vocational schools (3), and a percentage of 69.8% of educators employed at hotel and catering schools (4).

**Table 84B**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Cross Tabulation**

QUESTION	OPINION	%	%	%	%	%	$\bar{x}$
		1	2	3	4	TOTAL	
14	Yes	31.2	14.1	14.5	4.8	64.6	10.73386*
	No	12.9	11.0	9.4	2.1	35.4	
	TOTAL	44.1	25.0	23.9	6.9	100.0	
	Yes	70.7	56.1	60.8	69.8		
	No	29.3	43.9	39.2	30.2		
	TOTAL	100.0	100.0	100.0	100.0		

\* p<.05



The majority of the senior education officers (62.5%) (Question 6, Table 90B in Appendix 8, page 331) disagreed with the policy of education being free, however, except for those students whose families are facing financial problems. This view, which perhaps ties some type of payment to commitment to study, directly opposes the views of the educators.

**5.3.6 Transfer Arrangements from One Basic Level of Education to Another**

Question 16 sought to test the extent to which educators agree with the current rules of schools in Cyprus on transfer arrangements between the basic levels of education. Currently, the transfer from one basic level of education to another occurs without any examinations to test the students' ability to attend the higher level lessons of the basic education. According to the degree of agreement (Table 25) this rule serves students (a) from primary education to gymnasia, (enough,  $\bar{x} = 3.194$ ), but this rule does not seem to serve students (b) from gymansia to lyceums (little,  $\bar{x} = 2.011$ ). Neither does the rule apply to (c) from gymnasia to technical schools (between little and enough,  $\bar{x} = 2.349$ ), (d) from gymnasia to vocational schools (rather enough,  $\bar{x} = 2.968$ ), or (e) from gymnasia to hotel and catering schools towards enough ( $\bar{x} = 2.782$ ).

**Table 25**  
**Scale with which Educators Agree with the Transfer from one Basic Level of Education to Another without any Examination**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
16a	173	63	70	99	215	3.194	1.653
16b	353	91	58	52	66	2.011	1.400
16c	247	96	113	86	78	2.439	1.442
16d	160	86	124	114	136	2.968	1.495
16e	173	94	153	95	105	2.782	1.433

The majority of the senior education officers (68.8%), disagreed with the transfer of students from one basic level of education to another without examination (Question 7).

The rest (31.3%) agreed with transfer without examination (Table 91A, Appendix 8, page 331).

The results of this question encapsulate with the dilemma that has lately developed between the educators of Cyprus about this policy. The transfer from one basic level of education to another without any examination for many educators and senior education offices is considered to create problems to the smooth operation of schools. Major problems are created at lyceums and at the technical streams of technical schools where lessons generally are of higher conceptual level than the other types of schools. This matter should seriously occupy all the responsible persons of the Cypriot education.

**5.3.7 Establishment of Secondary Agricultural Schools**

With regard to the establishment of Secondary Agricultural Schools for the education of students completing their general gymnasia education, the response from the question seventeenth (Table 26), clearly shows that the educators supported the creation of such secondary schools to a great degree ( $\bar{x} = 3.829$ ).

**Table 26**  
**Scale with which Educators Agree with the Foundation of Agricultural Schools after the Completion of General Gymnasium Education**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
17	10	45	171	209	185	3.829	0.991

The response on agricultural schools, however, was not uniform across the sample. Educators employed at technical and vocational schools and at hotel and catering schools supported to a higher degree the creation of secondary agricultural schools ( $\bar{x} = 4.1088$  and  $4.2791$  respectively) than educators employed at gymnasia and lyceums ( $\bar{x} = 3.6788$  and  $3.7051$  respectively) (Table 84A).

**Table 84A (extract)**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
17	Between groups	3	9.5982	10.210
			1*	
	Within groups	616	0.9401	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.6788$ , Lyceum: $\bar{x} = 3.7051$ , Technical & Vocational School: $\bar{x} = 4.1088$ , Hotel & Catering School: $\bar{x} = 4.2791$				

\* p<.05

The majority of the senior education officers (62.5%), agree with the establishment of Secondary Agricultural Schools, while a percentage of 37.5% disagree (Question 4, Table 88A in Appendix 8, page 327). This seems to be at odds with their preferred policy on the unification of secondary education in single schools.

**5.3.8 Education Curriculum at Gymnasia**

The eighteenth question of the questionnaire referred to the subjects taught at gymnasia. The sample were asked if particular subjects (1) should not be taught at all, or (2) taught less, or (3) the amount is satisfactory, or (4) should be taught more. From the responses (Table 27, Appendix 7, page 251), we can conclude that the distribution of lessons per subject were overall acceptable. The lessons in which it was suggested that more should be taught were: Modern Greek, Ethics, Vocational Orientation and Mathematics. If we take into consideration that the lessons taught in gymnasia are of “general education”, the suggestions confirm that gymnasia should continue to offer general education.

The new lessons that are suggested should be introduced in gymnasia, are presented through the answers given to the nineteenth question. These lessons, which also may be characterised as “general education” generally suitable for the modern world (Table 28) were: Computers, Hygiene, Economics and Ancient Greek .



**Table 28**  
**Introduction and Teaching of New Subjects in Gymnasia According to Educators' Views**

<b>NEW SUBJECTS</b>	<b>N</b>	<b>%</b>
<b>Computers</b>	<b>130</b>	<b>47.4</b>
<b>Hygiene</b>	<b>93</b>	<b>33.9</b>
<b>Economics</b>	<b>44</b>	<b>17.5</b>
<b>Ancient Greek</b>	<b>48</b>	<b>16.1</b>

The senior education officers (Question 8), unlike the educators, believed that neither the subjects taught nor the time dedicated for them in gymnasia satisfy the aims of a contemporary educational system. According to them (Table 92A), only a percentage of 31.3% state that these subjects are satisfactory, while a percentage of 68.8% state that they are not satisfactory.

With regard the time dedicated for the subjects which are taught at gymnasia (Question 8, Table 92B, Appendix 8, page 332), a percentage of 25,0% state that it is satisfactory, while a percentage of 75,0% state that this is not satisfactory.

**Table 92A**  
**Subjects Taught at Gymnasia According to SEOs' Views**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
<b>a. I think they are satisfactory</b>	<b>5</b>	<b>31.3</b>
<b>b. I think they are not satisfactory</b>	<b>11</b>	<b>68.7</b>
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

In response to Question 8 (Table 92C), the senior education officers supported the introduction of subjects that promote the students' mental development as well as more foreign languages. They also suggest the introduction of the subjects of Sociology, Hygiene, Computers and Environmental Education. These suggestions are broadly in accord with the views of educators.

**Table 92C**  
**Preferred Changes to be Brought to the Subjects Taught at Gymnasia by SEOs**

<b>SUGGESTIONS</b>	<b>N</b>	<b>%</b>
<b>a. The introduction of subjects that develop the students' mental development and more foreign languages to be taught</b>	<b>5</b>	<b>31.3</b>
<b>b. The introduction of the subjects of Sociology, Hygiene and Computers</b>	<b>4</b>	<b>25.0</b>
<b>c. The introduction of the subjects of Environmental Education and Hygiene as well as the subject of Computers</b>	<b>2</b>	<b>12.5</b>
<b>d. No suggestions</b>	<b>5</b>	<b>31.3</b>
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

At the same time, (Question 8, Table 92D in Appendix 8, page 333), the senior education officers supported that the teaching periods of Modern Greek, Foreign Languages and Mathematics should be increased. One is left to wonder how the curriculum can be organised to include such proposed developments!

Generally, the education at gymnasia, with some changes to the subjects taught, remains satisfactory, at least according to the educators. Senior education officers were more critical, however, believing that neither the subjects taught nor the time allotted for them at the gymnasia could be considered satisfactory. Again, the privileged position of the senior education officers, who are able to travel the country and visit different schools, may make their views more significant and forward-looking, though this is not translated into influence over policy.

**5.3.9 Education Curriculum at Lyceums**

From the twentieth question to educators who are employed at Lyceums (Table 29), the perception was that the existing lyceums curriculum was not sufficient to meet the needs of Cypriot students was expressed by a ratio 2 to 1.

**Table 29**  
**Educators’ Opinions whether the Existing Sections for LEM Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
YES	51	32.7
NO	104	66.7
NO RESPONSE	1	0.6
TOTAL	156	100.0

The suggestions for change (Table 30) supported, were:

- (a) that there should be a real choice of subjects and
- (b) that there should be a choice of lessons, with the possibility to be educated in a bigger number of specialisations.

These suggestions seem to relate more effectively to the aims of lyceums, which are designed to offer specialised knowledge in parallel to a general education being offered in the gymnasia.

**Table 30**  
**Educators’ Suggestions who Believe that the Existing Sections for LEM do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a A real choice of subjects should be offered and not a choice of a section of predetermined subjects	74	47.4
b A choice of lessons should be offered, making it possible to be educated in a bigger number of specialisations	28	17.9

\* The percentages referred to educators who teach in LEM (156)

The views of the senior education officers are that the existing sections at Lyceums too do not satisfy the students’ educational needs. Instead, choice of subjects should be enhanced and encourages (see Question 9, Tables 93A and 93B in Appendix 8, page 333).



5.3.10 Education Curriculum at Technical Schools

The twenty seventh question (Table 36) asked the views of educators serving at technical schools of whether or not the existing specialisations for technical direction satisfy the needs of Cypriot students. The thirty second question (Table 41) requested their views as to whether the existing vocational specialisms specialisations for vocational direction satisfy or not the perceived needs of Cypriot students.

**Table 36**  
**Educators’ Opinions whether the Existing Specialisations for Technical Schools – Technical Direction**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
Yes	119	81.0
No	28	19.0
<b>TOTAL</b>	<b>147</b>	<b>100.0</b>

**Table 41**  
**Educators’ Opinions whether the Existing Specialisations for Technical Schools – Vocational Direction**

<b>OPINION</b>	<b>N</b>	<b>%</b>
Yes	121	82.3
No	25	17.0
No response	1	0.7
<b>TOTAL</b>	<b>147</b>	<b>100.0</b>

The results show that the majority of educators in Technical Schools believe that the existing specialisations, for the technical as well as for the vocational streams are sufficient to satisfy the needs of Cypriot students.

The majority of senior education officers (Question 11) were clear in their support for the existing specialisations for Technical Schools – Technical Direction (Table 95A) and Technical Schools – Vocational Direction (Table 95B).

**Table 95A**  
**SEOs’ Opinions whether the Existing Specialisations for Technical Schools – Technical Direction Satisfy or not the Needs of Cyprus in Skilled Manpower**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
a. Yes, they satisfy the needs of Cyprus in skilled manpower	9	56.3
b. No, they do not satisfy the needs of Cyprus in skilled manpower	7	43.8
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

**Table 95B**  
**SEOs’ Opinions whether the Existing Specialisations for Technical Schools - Vocational Direction Satisfy or not the Needs of Cyprus in Skilled Manpower**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
a. Yes, they satisfy the needs of Cyprus in skilled manpower	11	68.8
b. No, they do not satisfy the needs of Cyprus in skilled manpower	5	31.3
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>

Both technical education directions, as they are organised, are considered to satisfy the needs of Cyprus in skilled manpower, though satisfaction was less emphatic in the technical direction. In both tables, significant minorities of the senior education officers disagreed with both statements.

**5.3.11 Education Curriculum at Hotel & Catering Schools**

The thirty seventh question asked educators employed at hotel and catering schools, as to whether the existing specialisations for hotel and catering schools, waiters and cooks, satisfied the needs of Cypriot students. Nearly two thirds (61.4%) of the respondents answered that the existing specialisations are not satisfactory (the educators' opinions, with the percentage, are presented in Table 46).

**Table 46**  
**Educators’ Opinions whether the Existing Specialisations for Hotel & Catering Schools Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
Yes	16	36.4
No	27	61.4
No response	1	2.2
<b>TOTAL</b>	<b>44</b>	<b>100.0</b>

Suggestions for changes in the curriculum subject specialism in the Hotel & Catering Schools are presented in Table 47. The educators were split more or less three ways between the creation of new specialisations for hotel management (36.4%), receptionists (34.1%) and housekeepers (27.3%).

**Table 47**  
**Educators’ Suggestions who Believe that the Existing Specialisations for Hotel & Catering Schools do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a) There is a need to create specialization for Hotel Management	16	36.4
b) There is a need to create specialization for Receptionists	15	34.1
c) There is a need to create specialization for Housekeepers	12	27.3

**\* The percentages refer to educators who teach at Hotel & Catering Schools (44)**

From the responses to question 11 (Table 95C), the senior education officers sample is split, 50% of them supporting the proposition that the existing specialisations satisfy the needs of Cyprus in skilled manpower, the other half not.

**Table 95C**  
**SEOs’ Opinion whether the Existing Specialisations for Hotel & Catering Schools Satisfy or not the Needs of Cyprus in Skilled Manpower**

OPINIONS	N	%
a. Yes, they satisfy the needs of Cyprus in skilled manpower	8	50.0
b. No, they do not satisfy the needs of Cyprus in skilled manpower	8	50.0
<b>TOTAL</b>	<b>16</b>	<b>100.0</b>



To enhance the effectiveness of the Hotel & Catering Schools (Table 95F, Appendix 8, page 337), the senior education officers suggest that new specialisations should be introduced, as the development of tourism in Cyprus continues to need even more skilled manpower to staff the various sections of the tourism industry. No particular specialisms, however, were identified.

5.3.12 Subject Choice in the Cypriot Educational System

In order that the Cypriot educational system should be more effective, educators who answered questions 45 and 46 expressed strong support for students being able to choose their studies or their profession with the exception of a small number of core subjects. These subjects choices should be closer to the interests and perceived occupational futures of students that currently is the case. From the forty fifth question (Table 54) it seems that most of the educators agree that it would be better for students to continue their studies by choosing separate subjects closer to their interests, except for a small number of core (compulsory) subjects. This is instead the current system of choosing pre-existing combination of subjects. The degree of support for this point of view was very high ( $\bar{x} = 4.167$ ).

**Table 54**  
**Scale with which Educators Think that it would be Better for Students to Continue their Studies by Choosing Separate Subjects which are Closer to their Interests**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
45	24	25	79	188	305	4.167	1.049

Whilst there was an overall consensus, there was a small but significant difference of opinion according to the type of school educators are employed at (Table 84A). Educators employed at gymnasia and lyceums supported the desirability of this change to a greater degree ( $\bar{x} = 4.3102$  and  $4.1667$  respectively) than those employed at hotel & catering schools ( $\bar{x} = 3.6047$ ). This difference in opinion between educators employed at gymnasia and lyceums from the one of those employed at hotel and catering schools is rational, because educators from gymnasia and lyceums face very strongly the problem of compulsory subjects not being perceived as relevant by the students. The educators of hotel & catering schools do not encounter such a problem

since the subjects taught there are already specialist ones with the students likely to be following them with a career in mind.

**Table 84A (extract)**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
45	Between groups	3	6.8938	6.4262*
	Within groups	617	1.0728	
	Total	620		
<hr/>				
Gymnasium: $\bar{x}$ = 4.3102, Lyceum: $\bar{x}$ = 4.1667, Hotel & Catering School: $\bar{x}$ = 3.6047				

\* p<.05

From Table 97 below, it can be seen that the views of the majority of senior education officers agree that the educational system of Cyprus should change in terms of subject choice. Cypriot students should have the possibility of choosing separate subjects instead of choosing a combination of subjects (Question 13).

**Table 97**  
**SEO's Views whether the Existing Educational System which Foresees Students Choosing a Section for Lyceums of Optional Subjects or a Specialisation for Technical and Hotel & Catering Schools with Pre-Determined Subjects serve better the Students, instead of the Possibility of Choosing Separate Subjects**

VIEWS	N	%
a. I absolutely agree with the existing educational system which foresees students choosing a section of subjects and not separate subjects	3	18.8
b. I agree with the existing educational system which foresees students choosing a section of subjects. Perhaps choosing separate subjects could be possible for a very limited number of subjects to reinforce some sections or specialisations	2	12.5
c. I disagree with the existing educational system. Students should have the possibility to choose independent subjects so that they may choose the subjects which interest them and will be useful for them in the future	11	68.8
<hr/>		
TOTAL	16	100.0

5.3.13 The Perceived Priorities of Cypriot Students

From the forty seventh question (Table 56), the majority of educators (83.7%) believe that the priority of Cypriot students is to follow higher education, whilst only a small percentage (16.3%) agreed that the students’ priority is towards their future employment. If this is so, the Cypriot educational system should be altered to better serve not only the priorities of students, or the needs of Cypriot economy in manpower, but to provide the higher levels of education that many students aspire to.

**Table 56**  
**Educators’ Opinion about the Priority of Cypriot Students after they Complete their Secondary Education**

OPINIONS	N	%
a) To follow higher education	520	83.7
b) To work	101	16.3
TOTAL	621	100.0

There is a difference in opinion over the perceived priorities of students occurred between educators depending on their years of service in education (see Table 82B, Appendix 7, page 300), their position (see Table 83B, Appendix 7, page 312) and the type of school they are employed at (see Table 84B, Appendix 7, page 323). Educators with less years in service, believe to a lesser degree that the students' priority is: (a) to further their studies, while to a greater degree they believed that the students’ priority is, and (b) to prepare for work.

It appears that headteachers supported to a higher degree (94.6%), than the assistant headteachers (92.6%), and the teachers (81.8%), that the priority of students is to further their studies rather than work.



Educators who are employed at gymnasia and lyceums, believe to a higher percentage those students' priority is (a) to further their studies (88.3% and 91.0% respectively), than those who are employed at technical and vocational schools and hotel and catering schools (74.3% and 60.5% respectively). To a lesser degree educators employed at gymnasia and lyceums believe that students' priority is (b) to work (11.7% and 9.0% respectively), than those employed at technical and vocational and hotel & catering schools (5.7% and 39.5% respectively). It is rational for educators employed at technical and vocational schools and at hotel & catering schools to believe that the priority of students is to work, since the main aim of their schools is the professional settlement of their students rather than continuation of studies.

#### **5.3.14 The Way Students should be Enrolled at a Higher Establishment or should be Employed**

A problem with which Cypriot society is faced is how students, after finishing their secondary education, should be enrolled at a higher establishment or move into employment. The present research tried to give some answers. The European countries are also facing the above problem, and by introducing the European dimension in education, it might be possible to find a system for the recognition of all relevant certificates issued by them.

From the forty eighth question (Table 57), the results show that the majority of educators support educational progression being based on a combination of special examinations and the grades of the leaving certificate (c).

Similarly, Table 58 shows that the majority of educators supported the movement into work being based on a combination of special examinations, the grades of the leaving certificate and by interview (d).

**Table 57**  
**Educators’ Opinion about the Best Way for Students to be Enrolled at a Higher Establishment after Finishing their Secondary Education**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
a) By special examinations	228	36.7
b) By taking into consideration the grades of the leaving certificate	52	8.4
c) Combination of a and b	272	43.8
d)* Introduction of an education certificate, similar to GCE which will be obtained after passing special examinations	68	10.9
No response	1	0.2
<b>TOTAL</b>	<b>621</b>	<b>100.0</b>
<b>* Open question</b>		

**Table 58**  
**Educators’ Opinion about the Best Way for Students to be Employed after Finishing their Secondary Education**

<b>OPINIONS</b>	<b>N</b>	<b>%</b>
a) By special examinations	149	24.0
b) By taking into consideration the grades of the leaving certificate	36	5.8
c) By interview	49	7.9
d) Combination of a, b and c	319	51.3
e)* Combination of special examinations and interview	68	11.0
<b>TOTAL</b>	<b>621</b>	<b>100.0</b>
<b>* Open question</b>		

According to the senior education officers, the educational level of students should be assessed. That level should be taken into account when they wish to be enrolled at a higher establishment or intend to work after they have completed their secondary education (responses to Question 14, Tables 98A and 98B respectively, in Appendix 8, pages 342 and 343). A high percentage too believed that the assessment should be by a combination of written examination and the taking into consideration the grade of the Leaving Certificate as well as by an interview.

### 5.3.15 Perceived Students' Satisfaction with their Studies and Career Aspirations

The fifty second question (Table 61, Appendix 7, page 270), shows that educators believe that students are satisfied enough by their school' s contribution towards continuing their studies ( $\bar{x} = 3.019$ ). From the responses to the fifty third question (Table 62, Appendix 7, page 270), however, the educators also supported the proposition that students are not totally satisfied by their school's contribution towards continuing their studies due to a number of reasons, these being:

- (a) There is no possibility for students to choose the subjects which interest them;
- (b) the content of the subject taught is not adequate to the level required by the higher educational institutions;
- (c) the insufficient performance of teachers;
- (d) the way the teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students);
- (e) there is a limited number of sections to be chosen from;
- (f) there is a large number of students in the class;
- (g) the students are not of the same level in the same class (mixed ability classes); and
- (h) students do not try enough.

The three main reasons for dissatisfaction highlighted by the educators were:

- (a) item (a) - lack of possibility for students to choose the subjects which interest them ( $\bar{x} = 3.448$ );
- (b) item (f) - the large number of students in the class ( $\bar{x} = 4.176$ ); and
- (c) item (g) - students are not of the same level (mixed ability classes) in the same class ( $\bar{x} = 4.471$ ).

If we accept these perceptions, it is clear that these current practices are a mixture of omission (lack of choice) and the crowded classrooms of mixed ability students. All these are important items noted by the UNESCO study (1997) as well as developments to address.



From the fifty fourth question (Table 63) it is shown that educators consider that students are satisfied to below satisfied with their school's contribution towards their career aspirations ( $\bar{x} = 2.823$ ).

**Table 63**  
**Educators' Views as to how much Students are Satisfied by their School's Contribution towards their Career Aspirations**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
54	45	152	301	114	9	2.823	0.864

There is a difference in the degree of agreement between the educators depending on their position (Table 83A) and the type of school they are employed at (Table 84A). To a greater degree, the headteachers believe that students are satisfied with their school's contribution towards their career aspirations ( $\bar{x} = 3.2162$ ) compared to the teachers ( $\bar{x} = 2.7984$ ).

**Table 83A (extract)**  
**Test for Significance of Differences between the Views of Educators according to their Position by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
54	Between groups	2	3.0443	4.1220*
	Within groups	618	0.7386	
	Total	620		
<hr/> Headmaster: $\bar{x} = 3.2162$ , Teacher: $\bar{x} = 2.7984$ <hr/>				

\*  $p < .05$

The educators who are employed at technical & vocational schools ( $\bar{x} = 3.0135$ ) believe at a greater degree that students are satisfied by their school's contribution towards their career aspiration, in comparison to those who are employed at gymnasia

( $\bar{x} = 2.7336$ ). On this item, the views of educators employed at technical and vocational schools are likely to be more accurate than those employed at gymnasia, since the basic aim of students of technical and vocational schools is for employment immediately after their graduation from these schools.

**Table 84A (extract)**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
54	Between groups	3	2.9533	4.0167*
	Within groups	617	0.7353	
	Total	620		
<hr/>				
Gymnasium: $\bar{x} = 2.7336$ , Technical & Vocational School: $\bar{x} = 3.0135$				

\*  $p < .05$

The fifty fifth question (Table 64), list the reasons why educators perceive students to not be absolutely satisfied with their school’s contribution towards their career aspirations. These reasons given are:

- (a) there is no possibility for students to choose the subjects which interest them;
- (b) the content of the subjects taught is not adequate compared to the level demanded by the world of work;
- (c) the insufficient performance of teachers;
- (d) the way the teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students);
- (e) there is a limited number of subjects to choose from;
- (f) there are a large number of students in the class;
- (g) the students are not of the same level in the same class (mixed ability classes); and
- (h)\* a number of lessons taught do not directly relate to their studies.

**Table 64**  
**Educators' Views as to the Reasons why Students are not Absolutely Satisfied by their School's Contribution towards their Career Aspirations**

REASONS	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	19	128	184	167	122	3.395	1.110
b	19	158	201	180	62	3.174	1.019
c	196	231	150	38	5	2.073	0.934
d	116	195	217	72	20	2.492	1.025
e	38	172	197	118	95	3.097	1.148
f	19	36	88	166	311	4.152	1.063
g	6	15	63	172	364	4.408	0.841
h*	1	7	34	17	5	3.281	0.826

\* Open question

From the results above in Table 64, it can be seen the three main reasons why it is believed by the educators that students are not absolutely satisfied with their school's contribution towards their career aspiration. In turn, those reasons are similar to those why students are not absolutely satisfied by their school's contribution towards continuing their studies. These three main reasons are:

- (a) item (a) - there is no possibility for students to choose the subjects which interest them ( $\bar{x} = 3.395$ );
- (b) item (f) - there is a large number of students in a class ( $\bar{x} = 4.152$ ); and
- (c) item (g) - students are not of the same level in the same class (mixed ability classes) in the same class ( $\bar{x} = 4.408$ ).

According to their suggestions, the educational system of Cyprus will be more effective for the students if, during the last years of their secondary education, they were able to choose subjects that are more closer to their interests. This should be instead of the predominated combination of subjects, a system which is valid today.



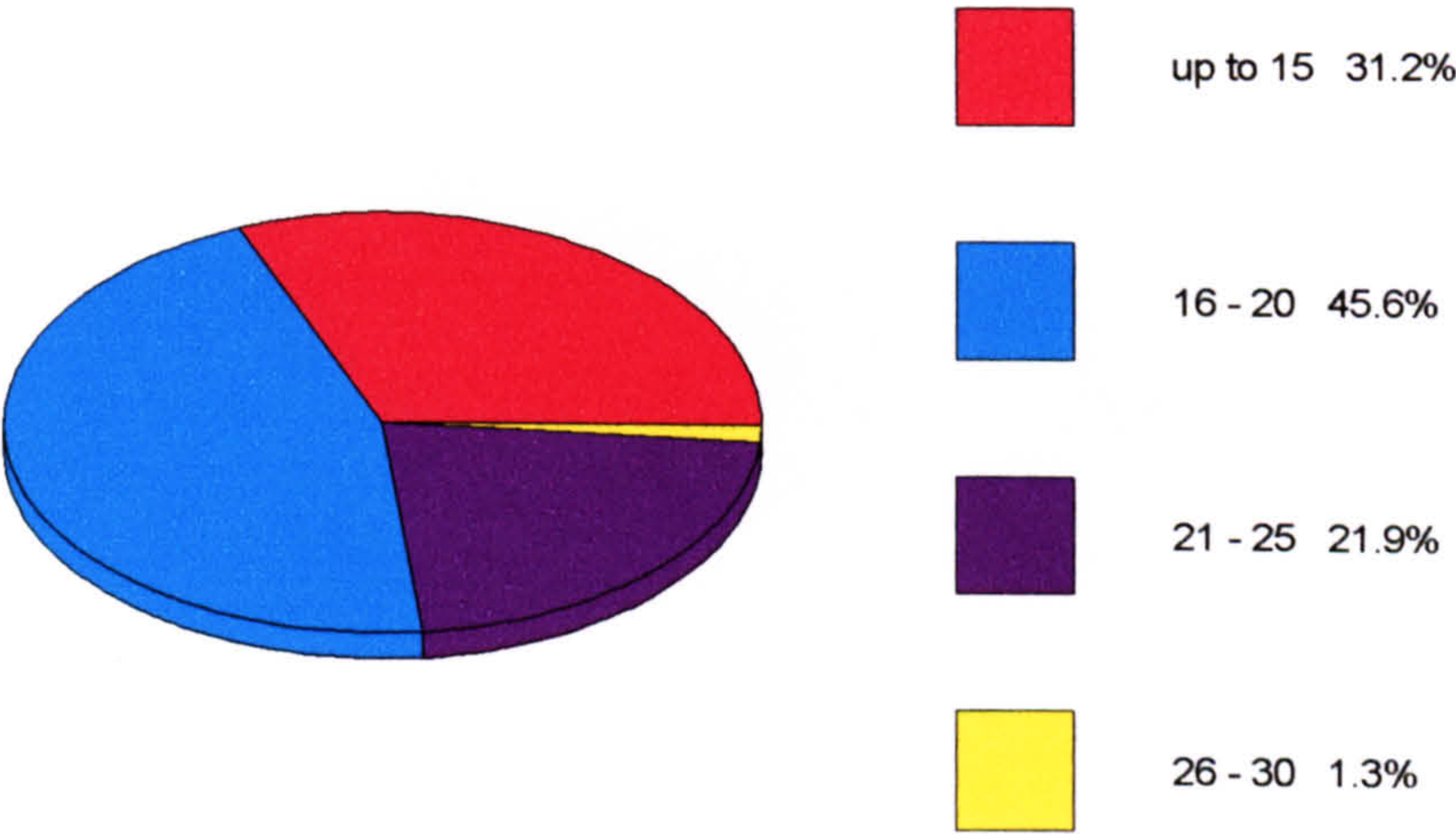
5.3.16 The Ideal Number of Students in Class and in School

Today, the number of students in a class is 34. At the same time, the number of students of every class usually is 34. From the fifty sixth question (Table 65 and Diagram 6) the data indicate that most educators (45.6%) accept a number between 16 - 20 as the ideal number of students in a class.

Table 65  
Educators’ Views on the Ideal Number of Students in a Class

NUMBER OF STUDENTS	N	%
up to 15	194	31.2
16 - 20	283	45.6
21 - 25	136	21.9
26 - 30	8	1.3
31 - 35	-	-
36 - 40	-	-
TOTAL	621	100.0

Diagram 6  
Percentages Referring to the Ideal Number of Students in a Class





With regard to sex (Table 81A), male educators support up to 20 students in a class ( $\bar{x}$  = 1.8757), while female educators support more than 20 students ( $\bar{x}$  = 2.0206).

**Table 81A (extract)**  
**Test for Significance of Differences between the Views of Educators according to their Sex by Using T Test**

QUESTION	MALE		FEMALE		t
	$\bar{x}$	s	$\bar{x}$	s	
56	1.8757	0.762	2.0206	0.752	-2.32*

\* P<.05

In turn, the assistant headteachers suggest a higher number of students per class compared to that of headteachers and teachers. More specifically, the assistant headteachers suggest numbers should be above 20 ( $\bar{x}$  = 2.1912), while headteachers and teachers support numbers smaller of 20 ( $\bar{x}$  = 1.5405 and 1.9264 respectively), Table (83A).

**Table 83A (extract)**  
**Test for Significance of Differences between the Views of Educators according to their Position by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
56	Between groups	2	5.1270	9.0812*
	Within groups	618	0.5646	
	Total	620		

Headteacher:  $\bar{x}$  = 1.5405, Assistant Headteacher:  $\bar{x}$  = 2.1912,  
Teacher:  $\bar{x}$  = 1.9264

\* P<.05

Finally, gymnasia and lyceum educators propose class sizes higher than 20 ( $\bar{x}$  = 2.1277 and 2.1923 respectively) are acceptable, while educators of technical and vocational schools and hotel & catering schools prefer a number lower than 20 ( $\bar{x}$  = 1.4122 and 1.5349 respectively), (Table 84A). The practical element of these latter types of school

may well be a key factor affecting the preferences of the teachers.

**Table 84A (extract)**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
56	Between groups	3	22.6146	47.8971*
	Within groups	617	0.4721	
	Total	620		
	<hr/>			
Gymnasium: $\bar{x}$ = 2.1277, Lyceum: $\bar{x}$ = 2.1923, Technical & Vocational School: $\bar{x}$ = 1.4122, Hotel & Catering School: $\bar{x}$ = 1.5349				

\* P<.05

The responses of the senior education officers (Question 15) regarding the number of students that could be considered ideal in a classroom are shown in Table 99A. The majority of the senior education officers support 16 – 20 students, a level below current levels.

**Table 99A**  
**SEOs’ Views on the Ideal Number of Students in a Classroom, so that Education is Applied Properly**

OPINIONS	N	%
a. Up to 15	3	18.8
b. 16 - 20	9	56.3
c. 21 - 25	1	6.3
d. 26 - 30	2	12.5
e. I think that the number of students in a classroom is not important to the procedure of learning. What is important is how a subject is presented	1	6.3
TOTAL	16	100.0



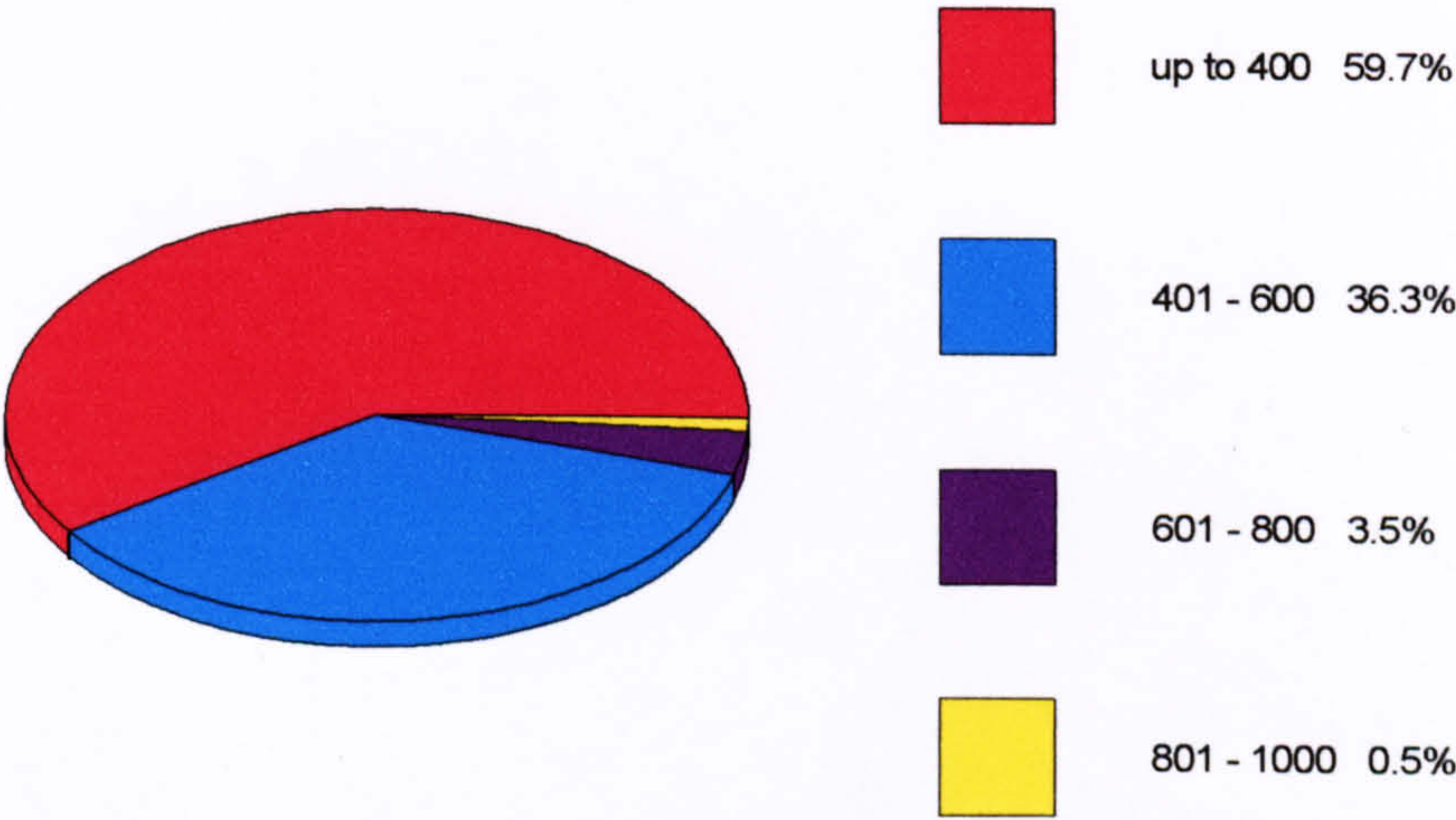
The fifty seventh question (Table 66) asked the educators about the ideal number of students for the proper functioning of a school. The majority of educators supported a number up to 400 (59.7%) with just over another third (36.3%) proposing 401 – 600 as the ideal size.

**Table 66**  
**Educators’ Views on the Ideal Number of Students for an Efficient Function of a School**

NUMBER OF STUDENTS	F	%
up to 400	371	59.7
401 - 600	225	36.3
601 - 800	22	3.5
801 - 1000	3	0.5
1001 - 1200	-	-
1201 - 1400	-	-
TOTAL	621	100.0

This is also presented graphically in Diagram 7.

**Diagram 7**  
**Percentages Referring to the Ideal Number of Students for an Efficient Function of a School**





There is a difference between the educators according to the type of school they are employed at (see Table 84A, Appendix 7, page 318). Educators who are employed at lyceums supported an ideal school size number close to 600 ( $\bar{x} = 1.7628$ ), while educators employed at gymnasia, technical and vocational schools and hotel & catering schools, support a number around to 400 ( $\bar{x} = 1.3431, 1.3716$  and  $1.2326$  respectively). These responses may well be related to the issues of sufficient numbers to provide student subject choice.

Eight of the senior education officers too considered that the ideal number of students in a school so that education can be applied properly (see results to question 15, Table 99B in Appendix 8, page 344), should be 601 – 800 students. This number does not coincide with the views of educators who support a lower number. It is difficult to account for these differences except perhaps in terms of efficiency of management operation and the potential for enhancing curriculum provision.

**5.3.17 Private Lessons out of Schools**

Fiftieth question (Table 59) was concerned with the educators’ views regarding the time dedicated by students for studying their school lessons, while question 51 (Table 60) listed the possible factors that negatively affect the time dedicated by students to studying their school lessons. From Table 59, it is shown that the educators' views regarding the time perceived to be dedicated by students for studying their school lessons was between “little” and “enough”.

**Table 59**  
**Educators’ Views on How Sufficient the Time Dedicated by Students for Studying their School Lessons is.**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
50	132	261	168	53	7	2.262	0.927

When asked the reasons for this perceived tardiness of the students (Question 51), the most important factor highlighted by the educators was the various private lessons

students tend to follow out of school (see Table 60, Appendix 7, page 269).

There are differences in opinion between educators depending on this matter of home-work time, depending on the type of school they are employed at (Table 84A). To a greater degree than others, lyceum educators ( $\bar{x} = 4.4359$ ) emphasized the reason that private lessons students follow outside schools reduced the time set aside for school, in comparison to the educators of hotel & catering schools ( $\bar{x} = 3.9535$ ). This difference is perhaps explained if we taken into consideration that lyceum students are taught a large range of subjects than those of the hotel & catering schools, and that the main aim of students attending Lyceums is to continue their studies in Cyprus or abroad. The main aim of students attending hotel & catering schools, is to find a job after graduation.

**Table 84A (extract)**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
51d	Between groups	3	3.1058	3.8329*
	Within groups	616	0.8103	
	Total	619		
<hr/>				
Lyceum: $\bar{x} = 4.4359$ , Hotel & Catering School: $\bar{x} = 3.9535$				

\*  $p < .05$

The responses to the fifty eighth question (Table 67, Appendix 7, page 274), deal with the reasons why it is believed that students in Cyprus attend private lessons outside schools on subjects that are already taught at their schools. The main reasons given were item (b) to be able to continue their studies ( $\bar{x} = 4.332$ ) and item (h) the competitiveness among students for a better performance in their studies ( $\bar{x} = 4.684$ ).

Not surprisingly, given their public employment, almost all educators (96.9%), agree that it would be better for Cypriot students to acquire their knowledge at school, instead of at private lessons (Question 59, Table 68). The responses to the sixtieth question also



confirmed that educators believe that students should spend more time at school (70.9%) (Table 69, Appendix 7, page 275).

**Table 68**  
**Educators’ Opinions Regarding whether it would be Better for Cypriot Students to Acquire their Knowledge at School instead of Outside School at Private Lessons**

OPINIONS	N	%
Yes	602	96,9
No	19	3.1
TOTAL	621	100.0

There was a difference in educators' opinion on longer school hours depending on their position (Table 83B, Appendix 7, page 312). Headteachers agree with longer hours by a percentage of 91.4%, while assistant headteachers and teachers agree by a percentage of 73.4% and 71.6% respectively.

As with the Questionnaire Sample, the views of senior education officers about the phenomenon of Cypriot students having private lessons outside school in various subjects already taught at their schools are interesting. The majority (9) considered that this was due to the trend of Cypriots to further their studies after completion of their secondary education, and the significant competition that exists between Cypriot students for a position at a higher institution (Question 16, Table 100A in Appendix 8, page 344).

A high percentage of senior education officers (62.5%) too believe that these extra lessons should be reduced. They suggest (Table 100C, Appendix 8, page 345) that this restriction could be achieved particularly by item (a) the results of the leaving school examinations being taken into consideration for the students’ admission to higher institutions. The time at school should be extended, with students be allowed to follow subjects that are related to their interests and perceived future occupations.

5.3.18 Criteria for an Ideal School

When the educators were asked to rank a set of criteria for an ideal school (question 61, Table 70, Appendix 7, page 275), they once again emphasized the desire for there being no need for the students to follow private lessons in institutions outside school (g),  $\bar{x} = 4.631$ . Other significant criteria supported are (c) spacious classrooms, fully equipped with air-conditioning system ( $\bar{x} = 4.667$ ), (d) laboratories with the latest technology (i.e. computers, TV, video, OHP) ( $\bar{x} = 4.649$ ), (h) when teachers are fully trained ( $\bar{x} = 4.692$ ) and (j) good administration ( $\bar{x} = 4.928$ ). We, perhaps, should not be surprised by such a result!

The sixty second question (Table 71) asked the extent to which educators thought that their current school was rated as ideal. The educators believe that their current school was at least satisfactory or well on the way to be ideal was enough ( $\bar{x} = 2.892$ ).

**Table 71**  
**How Ideal Educators Consider the School they Serve**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
62	23	167	295	124	11	2.892	0.823

There were differences between educators as to the level their school may be considered as ideal, depending on their age, sex, years of service in education, and their position. Educators of 51 - 60 years of age considered their school as more ideal to greater degree ( $\bar{x} = 3.1901$ ) compared to those of 21 - 30, 31 - 40 and 41 - 50 years of age ( $\bar{x} = 2.4167, 2.9059$  and  $2.8033$  respectively), (see Table 80A, Appendix 7, page 286).

In terms of gender, male educators considered their school ideal ( $\bar{x} = 2.9443$ ), in comparison to female educators ( $\bar{x} = 2.8107$ ), (see Table 81A, Appendix 7, page 290).

Educators of 26 and over years of service in education also considered their schools as more ideal to a greater level ( $\bar{x} = 3.2213$ ) in comparison to educators of 16 - 20 years

( $\bar{x} = 2.8560$ ), of 6 - 10 years ( $\bar{x} = 2.8367$ ), of 21 - 25 years ( $\bar{x} = 2.8247$ ), of 1 - 5 ( $\bar{x} = 2.8020$ ) and 11 - 15 years ( $\bar{x} = 2.7013$ ), (see Table 82A, Appendix 7, page 298).

Perhaps not surprisingly, headteachers more highly supported their school is ideal ( $\bar{x} = 3.7778$ ) in comparison to teachers ( $\bar{x} = 2.8391$ ) and assistant headteachers ( $\bar{x} = 2.8235$ ), (Table 83A, Appendix 7, page 309).

5.3.19 Cypriot Education and European Union

Moving on, from the general perception of the situation and current issues in Cypriot education, the questionnaire included questions on the Europeanisation of education. From their responses to question 63 (Table 72), educators seem to support the main aims of the E.U., which are considered to be:

- (a) to tighten the bonds between the member-states ( $\bar{x} = 4.337$ );
- (b) to abolish the boundaries between the member-states ( $\bar{x} = 3.889$ );
- (c) to unite Europe by free movement of (I) people between the member-states ( $\bar{x} = 4.042$ ), (II) the provision of services between the members-states ( $\bar{x} = 4.045$ ) (III) the movement of capital between the member-states ( $\bar{x} = 3.895$ ).

Table 72  
Educators' Views on the Degree of Acceptance of the Main Aims of E.U.

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	5	8	94	180	334	4.337	0.837
b	33	43	128	173	244	3.889	1.159
c I	18	32	130	167	274	4.042	1.057
II	8	32	140	185	256	4.045	0.979
III	13	48	165	160	235	3.895	1.064



The educators tended to be either very or absolutely of the statements that a proper European education (a) broadens the relations between nations, (b) eliminates conflicts and (c) helps peace to predominate (Question 64, Table 73), tended to be either very or absolutely supported.

**Table 73**  
**Educators' Views on the Degree of Contribution of a European Education to the Creation of a Positive International Behaviour**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
64a	2	6	80	216	317	4.353	0.764
64b	10	22	84	249	256	4.158	0.900
64c	6	26	79	228	282	4.214	0.889

From the positive views expressed by the answers given by educators to questions 63 and 64, it seems that the principles which the European Union desire to establish for the people in the different member-states, is equally applicable to Cyprus.

The sixty fifth question (Table 74) asked for the educators' views of the addition to the general aim of the Cypriot education a statement that Cypriot education must satisfy the needs of its European orientation. The educators strongly or absolutely supported this proposition ( $\bar{x} = 4.246$ ).

**Table 74**  
**Educators' Opinions Regarding the Addition to the General Aim of the Cypriot Education of the Statement that Cypriot Education must Satisfy the Needs of its European Orientation**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
65	2	14	107	204	294	4.246	0.840

There were, however, minor differences in educators' views as to the level of agreement, related to sex (men more than women), (Table 81A, Appendix 7, page 290), their position (headteachers more than teachers), (Table 83A, Appendix 7, page 310),

and the type of school they are employed at. Technical and Vocational school’s teachers displayed higher support than lyceums and gymnasia teachers (Table 84A, Appendix 7, page 321).

The sixty sixth question (Table 75) in the questionnaire inquired about attitudes towards common European curriculum in some core subjects, particularly in order to help students (a) to continue their studies in any European country, or (b) for their professional advancement.

**Table 75**  
**Educators’ Opinions about the Contribution of a Common European Curriculum in Core Subjects for Studies as well as for Professional Development of Students**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
66a	2	16	92	219	292	4.261	0.827
66b	3	23	108	234	253	4.145	0.868

The responses were very positive, being skewed towards very high and absolute support. The responses given by the educators to questions 65 and 66, prove again that Cypriot educators support the educational policy of the European Union. The policy supports cooperation between the European counties in the field of education, in order that the people of Europe are enable to study and them work in any European country within the European Union.

Cypriot educators believe that Cyprus belongs (a) politically to Europe, at an agreement level between “very” and “absolutely”, judging by their response to the sixty seventh question (Table 76). At almost the same levels, they believe that Cyprus belongs (b) culturally and (c) economically to Europe.

**Table 76**  
**Educators' Opinions Regarding the Degree Cyprus Belongs (a) Politically, (b) Culturally and (c) Economically to Europe**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
67a	8	27	78	166	342	4.300	0.937
67b	10	24	75	196	316	4.262	0.928
67c	7	33	124	189	268	4.092	0.969

At the same time, the responses of the educators to the sixty eighth question (Table 77, Appendix 7, page 278) shows that educators gave very high support to the proposition that Cypriot students would prefer to pursue their studies in any country of the E.U., apart from their own. The reality is that a lot of Cypriot students already study in third level institutions abroad, mainly in European countries.

According to the Department of Statistics and Research, Ministry of Finance (1995, p.p. 21 - 22 and summary table 21, p. 81), apart from the University of Cyprus, there were other 31 public and private third level institutions in Cyprus, with a total enrollment of 7,765 students. During the same academic year, there were 9,067 Cypriot students abroad. The percentage of students studying in European countries is: 39.9% in Greece, 27.4% in the United Kingdom, 2.6% in Germany, 1.2% in France, 1.6% in Italy, 1.0% in Austria and 0.1% in Sweden.

At the same time, there were differences to the level of agreement depending on educators' sex (Table 81A), their position (Table 83A), and the type of school they are employed at (Table 84A).

Male educators think that Cypriot students would prefer to pursue their studies in any country of the E.U., apart from their own, to a higher level ( $\bar{x} = 3.7354$ ) in comparison to female ( $\bar{x} = 3.5579$ ), (Table 81A, Appendix 7, page 290). This result, again, mirrors the reality for Cyprus. The Department of Statistics and Research, Ministry of Finance (1995, p.p. 21 - 22), notes that from the total of students of third level education in 1994/95, who were studying in Cyprus, “males accounted for 43.7% of the total roll and females 56.3%”. From the total of students of third level education in 1994/95, who



were studying abroad during the above academic year, “males accounted for 5,109 or 56.3% of the total students abroad and females for 3,958 or 43.7%”. Female students, thus, are more likely to pursue their tertiary level studies in Cyprus than male students are.

Headteachers too think to a higher degree that Cypriot students would prefer to pursue their studies in the country of the E.U. ( $\bar{x} = 4.1351$ ), in comparison to assistant headteachers and teachers ( $\bar{x} = 3.4118$  and  $3.660$  respectively), (Table 83A, Appendix 7, page 311).

From Table 84A (Appendix 7, page 322), it seems that educators of technical and vocational schools and of hotel & catering schools support to a higher degree by ( $\bar{x} = 4.0541$  and  $3.9535$  respectively), that students would prefer to pursue their studies in any country of the E.U., apart from their own in comparison to gymnasia and lyceum educators ( $\bar{x} = 3.4982$  and  $3.5128$  respectively).

It is highly likely that this difference in view between the educators of technical and vocational schools and of hotel & catering schools compared to those of gymnasia and lyceum educators is connected with the possibilities of students of various types of schools to further their studies in Cyprus or outside Cyprus. A considerable number of students attending gymnasia and who will later on continue their studies in lyceums, plan to further their studies at the University of Cyprus and other third level institutions in Cyprus. Consequently, there is no need for them to go outside Cyprus to study. On the contrary, there are not enough third level institutions to cover all the specialisations in hotel & catering schools and in technical and vocational schools, as a result of which the students are obliged to go abroad to continue their studies.

When senior education officers were asked if the educational system of Cyprus has to be prepared for the expected admission of Cyprus to the European Union (see question 17, Table 101 in Appendix 8, page 346), the majority of them (87.5%), answered that they completely agree with this view. It is not possible to look forward to the admission of Cyprus to be a member of the European Union without adequate preparation of our youngsters, through education.

As part of this preparation, the senior education officers suggest that, after having taken into consideration the analytical programmes of other European countries, the Cypriot educational system should include subjects of international understanding and cooperation as well as subjects of environmental training. They suggest the greater use of modern technology, underlining that these changes should not affect the subjects related to some particularities of our country, such as religion and our national identity. Furthermore, they suggest that the training of the educators in subjects of European Union and contemporary methods of teaching should start immediately. They also added that the criteria of employing new educators should be stricter than currently exists. Additionally, they suggest that the teaching of other foreign languages as well as subjects that promote international understanding, tolerance and cooperation should be added in the school curriculum. Another suggestion is that within the frame-work of some changes, subjects on European history, geography and literature should be added, as well as environmental subjects (Question 18, Table 102 in Appendix 8, page 346).

Overall, then, though there is much accord with the educators, the Senior Education Officers, possibly because of the wider experiences and detachment from schools, are much more critical of current educational provision (see overall comparisons below).

#### **5.4 Strategic Issues on the Development of Education of Cyprus from the Minister of Education and Culture and the Head of Delegation of the E.U. Commission to Cyprus**

The questions towards the Minister of Education and Culture were asked primarily in order to find out the extent to which the educational system of Cyprus responds effectively to its social, economical and cultural needs, as well as towards the European Union requirements.

The questions towards the Head of Delegation of the E.U. Commission to Cyprus were asked in order to comment on the educational system of Cyprus and find out the educational policy of the E.U. and how it could influence the educational system of Cyprus.

#### **5.4.1 The Educational System of Cyprus as it is Organised in our Days**

The view of the Minister of Education and Culture for the organisation of the educational system of Cyprus (Question 3, Appendix 8, page 348) is that this, in general lines, is satisfactory. Whenever changes are required, these should be achieved by specific innovations. These innovations should be introduced on an incremental basis as they are needed so that the educational system of Cyprus can be in accordance with some educational targets set by Europe.

The Minister of Education and Culture also supports an older age for starting the scholar life of children than what exists today (Question 5, Appendix 8, page 349). She considers that the age of 5 ½, creates problems of provision. That is why she supports raising the age of commencement beginning by initially increasing the starting age by 2 months. According to the Minister, since it is very difficult to determine for every child its own starting age of the primary education, primary education should start in an older age than the one existing today for all children.

The Minister of Education and Culture agrees as well with the duration that exists today for the primary education, that is 6 years. The only suggestion she made is that in the basic education of Cyprus, a year of compulsory pre-primary education could be added (Question 5, Appendix 8, page 348).

The Minister of Education and Culture too supports a three year duration for the gymnasia, as exists today. She also agrees with the duration of 3 years for lyceums, something that too exists today (Question 5, Appendix 8, page 348).

The Minister of Education and Culture supports three years for the technical and vocational streams of technical schools, and three years for the hotel & catering schools. These are again the duration that exists today (Question 5, Appendix 8, page 348).

The Minister of Education and Culture absolutely agrees with compulsory education until the fifteenth year of students' age. Her views on free education coincide with that of the majority of educators in that she agrees with free education for all. She supports education offering equal chances to all youngsters to develop their talents, inclinations and potentials (Question 6, Appendix 8, page 350). At the same time, the Minister of



Education and Culture agrees with the transfer of students from one basic level of education to another without examinations. Some sort of assessment should though exist upon which students can be promoted to the next higher class (Question 7, Appendix 8, page 350).

The Minister of Education and Culture does not support the creation of Secondary Agricultural Schools. In her view, Cyprus does not need Agricultural Schools. On the other hand, she supports that, if and when the types of school that functions today are modified, they should include subjects related to Agriculture (Question 4, Appendix 8, page 349). She stated that the subjects taught at gymnasia are satisfactory as regards their content and their standards (Question 8, Appendix 8, page 350). Then the Minister of Education and Culture, considered the existing educational system to be too rigid, leading to deadlock and rigidity. Consequently, she supported the introduction of a new type of lyceum, that of comprehensive lyceum (Question 9, Appendix 8, page 350).

The Minister of Education and Culture considered that the examination system existing today should be replaced by another, unitary, one. The Ministry of Education and Culture currently was studying the establishment of a Unified Examinations System, in order to avoid double examinations for students wishing to attend a higher establishment in Cyprus or in Greece. The Minister also considered that employers have a duty to define for themselves a way of examining the skills of any person they wish to employ (Question 10, Appendix 8, page 350).

The Minister of Education and Culture expressed the view that private lessons taught outside schools for particular students is justified, due to the fact that they follow private lessons in order to acquire more knowledge or additional qualifications. At the same time, she believes that the bulk of students follow such lessons in order to achieve entrance into the Higher Educational Institutes in Cyprus and Greece. The above institutes, she added, do not accept all candidates who have successfully passed the specified examinations, but only the number of candidates who could be accepted by these institutes. The Minister, however, believed that the trend of Cypriot students to follow private lessons in various subjects outside school would be limited if in the future, the High and Higher Educational Institutes in Cyprus and Greece should accept all those students who succeed with their examinations overall, and not those who come top in specified subjects (Question 11, Appendix 8, page 351).

The Head of Delegation of the E.U. Commission to Cyprus, when asked to comment on the educational system of Cyprus (Question 2, Appendix 8, page 352), was under the impression that Cypriot education could be considered to be of a high standard, taking into consideration the successful furthering of the Cypriots students' education abroad. For him, the orientation of education in small countries such as Cyprus should not be the furthering of students' education, but their career settlement according to the needs of the economy. He added that Cypriot schools are failing to teach subjects indispensable for an effective educational system connected with contemporary technology.

#### **5.4.2 Cypriot Education and the European Union**

The Minister of Education and Culture, in a question (Question 12, Appendix 8, page 351) about the meaning "European Challenge" and what it means for the educational system of Cyprus, interpreted the term "Challenge of Europe" as a task to improve the quality of Cypriot educational standards. To do this, will require Cyprus to renovate the whole educational system and to change Cypriots' mentality. The "Challenge of Europe" means changes, so that graduates can be in a position to compete with European students of the same age in knowledge, foreign languages, skills and self-enlightenment, without weakening the feeling that they belong to the Greek-Cypriot nation. Summarizing, she said that Europe demands from the youngsters (and from all of us as well) more work, more techniques and more efficiency. Cyprus needs to ensue that it does not become lost in the huge melting pot, and that, on the contrary, will offer all its competence to this colossus under formation, and acquire leading positions.

The Minister of Education and Culture in reply to question 13 (Appendix 8, page 352), noted that a unified European educational model of education does not exist, as European Union has left the partial members countries to determine and operate their own model. Only in the realm of technical education has the E.U. foreseen certain prescriptions. Of course, she continued, Cyprus has a well-known partiality for coming together with an already existing active member of the European Union – Greece - in the field of education. Consequently, Cyprus should avoid any major deviations. She concluded, however, that we must not forget that Cyprus has already adopted some principles or guidelines of the European Union, such as compulsory and free education,

and the provision of equal educational opportunities to disabled students.

The Head of Delegation of the E.U. Commission to Cyprus was asked about the extent that the E.U. targets for constructive cooperation and the strengthening of the bonds between various countries could be achieved. This question was asked particularly in relation to the development of a common policy in various school subjects of the social and economical life (Question 3, Appendix 8, page 353). He agreed with the opinions expressed by the Cypriot educators. A common policy, especially in education, could strengthen the bonds between European countries and help peace to predominate. Although cooperation exists between the E.U. countries, the inter-government conference determines the nature and content of any common policy. At the same time, every state should have its own policy on the various subjects of the social and economical life. Nevertheless, he added, when a common policy in various subjects has been developed, and which has already started to be promoted through institutions within the E.U. Such developments will surely bring European people closer.

The Head of the E.U. Delegation In Cyprus has stated that significant measures have been taken in education to further the aims of the E.U. (Question 4, Appendix 8, page 353). By these measures, the E.U. tries to promote exchange of teachers, students and young people in general in order to become more effective in their professions, lessons or jobs. He added that an attempt has also started for the cross-recognition of diplomas offered by various European educational establishments. Every country additionally has an external educational policy that aims, apart from the exchange of people, to establish programmes so that knowledge of European history, geography, literature, and technology can be broadened.

The E.U. Representative said that the general aims of the E.U. could be accepted and applied more easily through a broader cooperation in all educational levels between the various European countries (Question 5, Appendix 8, page 353). The European Dimension in Education has been broadened and strengthened by the Maastricht Treaty and that the people come closer through education. The European Dimension in Education is based on principles aiming to recognise that all people have the same equal rights. He added also that the E.U. is the biggest donor of humanitarian aid. Finally, he said that what has already been done in the sector of education is very significant, but



he does not think that we can or should establish a unique common educational system for all European countries, as every country has its own national identity.

The European Representative was asked to give his own interpretation of the term “Challenge of Europe” and the measures he thinks that must be taken so that the educational system of Cyprus can be suitably adapted to the principles of the European Union (Question 6, Appendix 8, page 354). The Head of the Delegation of the E.U. Commission to Cyprus answered that the term “Challenge of Europe” is a compound term which contains many elements connected mainly with principles and ideals. The “Challenge of Europe”, he said, is mainly a culture, a mentality, a progress, a prosperity, and is a philosophy which is directly connected with active life. For him, Cyprus belongs to Europe, sharing a common history, common culture, and common future.

Consequently, he added, the Ministry of Education and Culture very correctly stresses that education in Cyprus has to be prepared for the “Challenge of Europe”. It is very important for Cypriots, he underlined, first of all to understand the fundamental principles on which the E.U. is based, that is, the philosophy of Europe, how the E.U. is organised and works, the community legislation, how its economy is organised, how the community market works. Cypriot schools, he added, must now adapt the philosophy of the E.U. They must introduce more widely subjects such as European History and Geography, European Organisations, more Foreign Languages, Environment Protection, Science and Technology. The more people of Cyprus understand how the E.U. works, he said, the more ready they will be to enter the E.U.

When finally the Head of Delegation of the E.U. Commission to Cyprus was asked if he had anything else to add in relation to the subject of this interview (Question 7, Appendix 8, p. 354), he mentioned that as Cyprus belongs to Europe, one day Cypriots will join the European Union. He then continued by saying that Cypriots’ national philosophy, as it has developed through their history, is very near to the philosophy of E.U. He added that the initiative to join Europe must not come from Brussels, but from the Cypriots. Ending the interview, he said that in order that Cypriots can be ready for the joining process, they must help themselves, though the E.U. will help them in this process too.

## **5.5 Combining the Data: Similarities and Differences towards the Contemporary Educational Requirements**

In this section the data from questionnaires and interviews will be considered in order that the similarities and differences of views be identified. The focus of the questionnaires and the interviews was the possible nature and extent of the re-organisation of the educational system of Cyprus to the requirements of its economy and society, and the europeanisation of Cypriot education.

### **5.5.1 The Organisation of Pre-Primary, Primary and Secondary Education**

None of the different samples displayed any significant dissatisfaction with the Cypriot education as it stands; though there were suggestions for improvement and changes. The sample that provided the most criticisms overall were the senior education officers, though each sample had some concerns and suggestions for improvement. That is, any changes proposed did not substantially reject the educational system of Cyprus as it is currently, but underline changes which are considered will render it more effective. It was generally accepted that the present education system in Cyprus is addressing identified needs, those of skilled manpower and personal advancement through higher education levels.

The Head of Delegation of the E.U. Commission to Cyprus also was under the impression that Cypriot education was of high standard. He did stress, however, that the main concern of education should not be the furthering of students' education, but their careers that should be in accord with the needs of their economy. He was particularly concerned that the schools in Cyprus are not currently equipped with new technologies (mainly computers), nor are they providing sufficient education about, and with, new technologies.

The present school starting age was considered by all the Cypriot samples to be too low. A more suitable age was considered to be 6 years, an age which it was considered provided sufficient maturity for children to start their primary studies. All the participants of the research (educators, senior education officers and the Minister of Education and Culture) agreed with primary education being of 6 year duration. Whilst

there was a consensus about primary education, there were differences in the preferred amounts of secondary schooling.

The samples did not agree about the duration of schooling in the gymnasias and the vocational educational streams. The Minister of Education and Culture supported a duration of three years for the gymnasias as against the four years proposed by the educators and senior education officers. At the same time, the senior education officers supported a two years attendance for the vocational stream of technical schools rather than the three years proposed by the educators and the Minister of Education and Culture. The desirability of early interaction with the labour market was of a concern particularly of the senior education officers.

All the samples were agreed of the necessity to strengthen the general education in the gymnasias by subjects associated with the European dimension in education (European history, geography, literature and economics, more foreign languages and computers). The arguments presented in support of duration of study in the vocational stream of technical schools suggest that the three years duration should remain as it is, giving higher standards of education.

A subject for which there was no agreement by all the participants of the research was the basis upon which the transfer of students from one basic level of education to another should take place. Although educators and senior education officers disagree with the practice of using the usual written examination results and not special examinations, as proof of a student's ability move into the next year, the Minister of Education and Culture supports the continuation of the process. The view of the Minister of Education and Culture continues to substantially determine policy so students will keep on being assessed in all subjects depending on the class they attend.

Another subject where educators, senior education officers and the Minister of Education and Culture do not agree is that of free education. Although the majority of educators and the Minister of Education and Culture support free education, the majority of senior education officers disagreed. This seems to be a case of ensuring that parents and students having a financial obligation as a form of motivation. Such differences appear to mirror the varieties of public opinions in Cyprus. Some support



the status quo; others support its abolition while others support the restriction of free provision to primary education. It is likely that free education will remain, as it exists in many European countries as a human right, applying Article 28 (b) of the Convention on the Rights of the Child of the United Nations which is confirmed by Cyprus (Law 243 of 1990, pp. 2893 – 2940). According to this Convention, secondary education as well as primary education should be “available and accessible to every child”.

At the same time, all agree that compulsory education should occur until the age of 15 years. This was introduced in Cyprus from the academic year 1985 – 86. Whilst educators and senior education officers support the establishment of secondary Agricultural Schools for students completing their general gymnasias education, the Minister of Education and Culture was opposed to this idea. Instead, an agricultural stream should be developed or developed further in the vocational schools.

### **5.5.2 The Education at Gymnasias**

Generally, the education at gymnasias, with some changes to the subjects taught, remains satisfactory, at least according to the educators and the Minister of Education and Culture. Senior education officers were more critical, however, believing that neither the subjects taught nor the time allotted for them at the gymnasias could be considered satisfactory. Again, the privileged position of the senior education officers, who are able to travel the country and visit different schools, may make their views more significant and forward-looking, though currently this is not translated into influence over policy.

### **5.5.3 The Education after the Study at Gymnasias (Lyceums, Technical Schools, Hotel & Catering Schools)**

Both the educators and the senior education officers support some changes regarding the streams that exist at the lyceums, particularly the need for a greater number of specialisms to be available in hotel & catering schools. At the same time, they believe that the existing education for technical (technical and vocational directions) satisfies the needs of Cypriot students.

For students at the lyceums, every sample agreed that there should be greater choice of individual subjects beyond a small number of core subjects. The subject choices should be closer to the interests of the students, rather than be a pre-existing combination of subjects. The samples too suggest the introduction of new specialisms (such as hotel management, receptionists, and housekeepers) in the hotel and catering schools. The development of tourism in Cyprus is considered to need more skilled manpower as well as different sorts of skilled manpower to address the employment needs of the various sections of the tourism industry. The Minister of Education and Culture too agrees with the above views. She too believes that it would be more helpful for students if the students have the possibility to choose the subjects they prefer.

The views regarding the education at lyceums, at technical schools or at hotel & catering schools coincide with European educational policy that supports such an education and a training system. The education system should prepare young people, as Cresson and Flynn (1996, p. 2) mention, “for the society of tomorrow”. According to them, society demands from schools “new knowledge and skills” in order to respond effectively to the needs of the changing and technological upgraded Europe.

Overall, therefore, there is much agreement on what needs to be altered in the Cypriot education system. Each stratified sample had their own concerns, in all probability intimately related to their structural position and subsequent experiences in the Cypriot education system. At the same time, there is recognition of what the term “Europeanisation of education” means, as well as relatively clear understanding of what changes are required for Europeanisation to be achieved.

A clearer statement of what those desired changes are is supplied in the final chapter of the thesis, which also reconsiders the relationship between the research findings and the relevant literature reviewed in Chapters Two and Three. A reflection upon further research that is desirable also is provided in the final Chapter, as is a statement of the strengths and weakness of the thesis. Finally, the experience of completing the thesis and the associated research is reflected upon.

#### **5.5.4 The Way Students should be enrolled at a Higher Establishment or be Employed**

The views of educators, senior education officers as well as these of the Minister of Education and Culture are almost identical regarding the problem of the way Cypriot students should be enrolled at a higher establishment or should they be employed. All agree that there should be some “freeing up” of the processes. For enrollment at a higher establishment, they support a combination of special examination as well as taking into consideration the leaving certificate, or only with written examination or only to consider the grades of the leaving certificate. For employment they supported a combination of special examination, together with the consideration of the grades of the leaving certificate, plus an interview, or only an examination or only a consideration of the grades of the leaving certificate (current practices normally attempt all three facets). The Minister of Education and Culture considered that every employer “should define their own way of examining the skills of the person they wish to employ”.

#### **5.5.5 The Ideal Number of Students in a Class and in School**

The views between educators and senior education officers as regards the ideal number of students in a class coincide. They support a number between 16 – 20 students. This number could be considered ideal for an effective teaching, which according to Koutsakos (1993, p. 8) “is a mutual communication between teacher and student”. The views of educators and senior education officers differ, however, regarding the ideal number of students for the proper function of a school. Educators support a number up to 400, while senior education officers support a number of 601 – 800 students. The distinction may have a lot to do with their structural position (currently inside or outside the classroom and concern over the number of students necessary to support the desirability of increased choice identified above).

According to the Department of Statistics and Research, Ministry of Finance (1995, table 7, p. 163), the size of secondary schools (gymnasia, lyceums, technical and vocational schools and hotel & catering schools) during the school year 1994/95, were:



10 schools less than 200 students  
 15 schools over 200 and less than 400 students  
 32 schools over 400 and less than 600 students  
 22 schools over 600 and less than 800 students  
 11 schools over 800 and less than 1000 students  
 4 schools 1000 and over students

The realities of school size are already subject to widespread differences in size.

#### **5.5.6 Private Lessons Taught out of Schools**

A common phenomenon that exists in Cypriot society is that of Cypriot students having private lessons outside schools of subjects which are actually taught at the schools. Concern over this has produced a number of comments, not least of which is that coming out from the Cyprus Parents' Association reported by UNESCO (1997, p. 30). Private lessons "turn their children into machines rather than human beings". Parents and educators suggest that students attending private lessons proves that the educational system of Cyprus has failed to offer the education required by the students. At the same time, such practices limits students' free time, so much indispensable for their wider development. The huge amounts of money spent for these private lessons means that the free education prevailing in Cyprus is problematic. At various times, suggestions have been presented in order to minimize this problem, but no decision has so far been taken.

The views of educators regarding the phenomenon of Cypriot students following private lessons outside schools coincide with those of the senior education officers and those of the Minister of Education and Culture. This "cramming" - the trend of Cypriots to further their studies after completion of their secondary education - is due to the competition that exists between Cypriot students for a position at a higher institution. Senior education officers as well as the Minister of Education and Culture express the view that this phenomenon can be restricted were the procedure form for entering the high or higher educational institutes changed. Acceptance should be on the basis of all those students who have succeeded with their entrance examinations and not according to the number of places available, thus excluding the succeeded candidates who have lower points.

### **5.5.7 Cypriot Education and the European Union**

It is remarkable that all participants to the present research (educators, senior education officers the Minister of Education and Culture) accept that close cooperation in education between Cyprus and the E.U. is a fact that will upgrade the education of Cyprus. They also believe that a cooperation in education between the European countries, that is the European dimension in education, could strengthen the bonds between the European countries and help peace and prosperity to predominate. The Ministry of Education and Culture, wishing to stress the importance of the “Challenge of Europe”, mentioned during the interview that this means “a challenge to improve our educational standards in quality, to renovate the whole educational system and to change our mentality”.

The view of the Head of Delegation of the E.U. Commission to Cyprus regarding a European cooperation for education was very similar to those of the other participants of the research. He underlined that “people through education come closer, as the European Dimension in education is based on principles aiming to recognise that all people have exactly the same equal rights”.

## **5.6 Changes and Development: The Next Steps**

Given this near unanimity, there are some suggestions that can be made for the further development of education in Cyprus. These suggestions are presented in the next and last part of this thesis, Part Six, under the title “Conclusions and Recommendations”.

## CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Introduction

This last chapter of the present thesis presents the conclusions and recommendations that have resulted from the research. Referring to the importance that conclusions and recommendations have in a study, Papanastassiou (1990) noted:

A study cannot be considered as completed by presenting just the results in charts or diagrams. What distinguishes a complete study is the personal contribution of the researcher to the interpretation of the results. Consequently, the contribution of a researcher to a science is that of conclusions and recommendations.

(Papanastassiou, 1990, p. 119).

As pointed out in Chapter One, the aim of this thesis was to describe the educational system of Cyprus since 1960 and evaluate current concepts, issues and problems in secondary education, including a reference to the Europeanisation of education as a result of developing the relationship with the European Union. For this purpose, an initial literature review concerning the developing Europeanisation of education was undertaken in order to identify and understand how the factors have and can further influence the educational system of Cyprus in the future. In addition, views have been gathered by questionnaire and interviews from a large number of educators involved with education in Cyprus, the Minister of Education and Culture as well as the Head of the Delegation of the E.U. Commission to Cyprus, in order to find out their views on current developments and whether the educational system of Cyprus is responding to Europeanisation.

### 6.2 The Findings and the Literature

Throughout this thesis, extensive use has been made of literature supporting the development and Europeanisation of Education. Whilst there may be an element of economic realism about such moves, there remain also many ideals about the “brotherhood of nations” as well as pragmatic issues of self-defence. Thus,



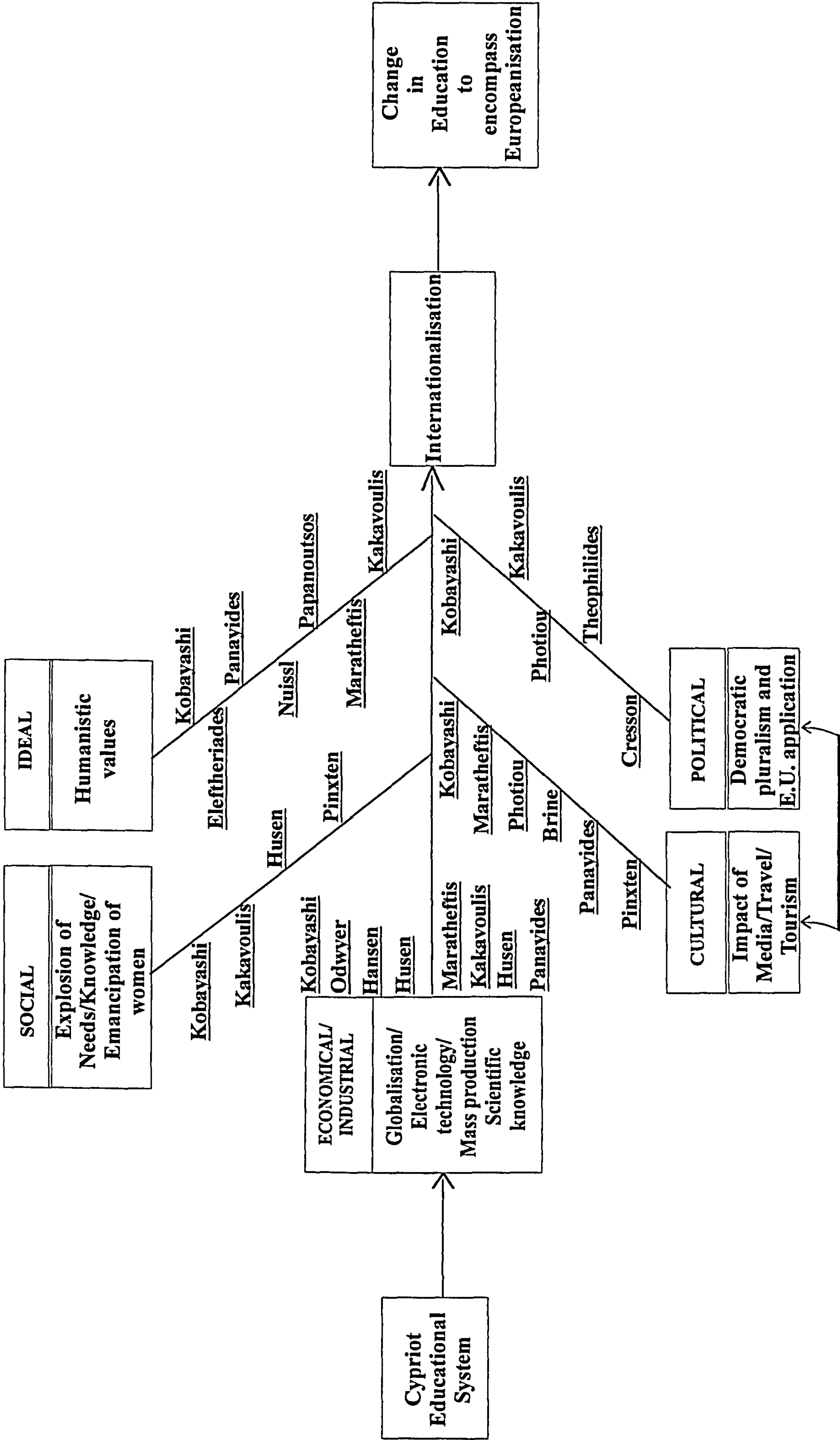
Europeanisation is the alteration and reconfiguring of an education system of a country to meet the perceived educational requirements of a country linked to a geographically defined area. The geographically defined area in this case is covered by the territory of the different nations, that of the European Union. Europeanisation can be said to be an ideology – a set of ideas, beliefs and values about what is good and desirable, and what is needed to bring the associated “state of being” to reality. As an ideology, it can, and has been opposed by other ideologies, such as nationalism and imperialism. Cyprus has had an imperialist past, but has generally reacted favourably to the last imperialist state, that of the United Kingdom, by maintaining close ties once independence was won in 1960. The United Kingdom remains still the single most important market for Cyprus, whilst Britain continues to have sovereign territory ceded to it to provide military bases and international surveillance capability.

In drawing together and analysing the predominantly literature on Internationalisation and Europeanisation, a “cause and effect diagram” was produced (Diagram 1, Chapter 1). The basic concern of a “cause and effect diagram” is to represent graphically the factors that collectively affect or cause a result (in this case, the concern to “Europeanise” Cypriot education). At the outset, there was no initial desire to attempt to prioritise the causes, as one would do normally in a management problem. Perhaps unconsciously, however, and with hindsight, the placing of the economic factors as the first factor indicated an initial prioritising of that factor over the other factors (idealistic, social, political, and cultural).

Subsequently, it has become clear that the other factors probably need re-ordering as in Diagram 8 overleaf. In Diagram 8, the social factors have been swapped over with the idealistic, whilst in the lower half of the diagram, the political and the cultural have been transposed (items to the left are considered to be more significant). There is a rationale for this. Without being a crude economic determinist, the economic changes, such as the rapid growth of tourism, has had a significant impact on cultural forms (awareness of foreigners, their language, music, clothing styles and behaviours) as well as the social aspects of Cypriot society. The tourist industry, for instance, has made significant demands for female labour, which in turn has affected the emancipation of women in the social arena. In many respects, these developments mirror similar ones elsewhere, but that does not reduce their significance for Cyprus.

Diagram 8

The Internationalisation of Education in Cyprus: Analysis of Relevant Literature  
Cause and Effect Diagram  
(Revised from Diagram 1)



Idealism, as an ideology that affects government practices, only comes into operation afterwards, once the economic and social realities have been addressed. Similarly, the political arena is the place where many of these developments and ideological clashes take place. Whilst these political developments and clashes have a cultural form to them (Calhoun 1995), the cultural manifestations of such political processes often arise from the political outcomes, and the dominance of a particular ideology. Sustainable economic survival and growth, for instance, has led in Cyprus to the building of hotels (a cultural manifestation), but also the desire to maintain the quality of the environment in order for Cyprus to continue to appeal as a holiday destination.

If those developments are occurring, it is a basic requirement of governments that they address the developments or the effects of them. One such effect is to require changes in education. A key (but not the only) function of education is to produce appropriate skilled person-power for the economy. A factor in the “cause and effect diagram” that readily encapsulates the effects other ideologies can have, are the changes required in that function by the idealist function. Not only does Europeanisation mean a greater emphasis upon good basic education, a greater knowledge of languages, and so on, but also an idealistic concept of the “family of man”. A government could, if it wanted, use the idealist philosophy as a pretext/context for proposing developments to education in a way that met the “needs” of the (tourist based) economy as well. This has happened in Cyprus.

In many cases, the need to “dress up policies” or hide behind appeals to universalistic values is not always necessary. This is true for Cyprus as well as for many other countries. The latest government budget accepts the economic arguments, and proposes increases in the budget to cover developments in infrastructure (e.g. roads) as well as education, particularly to assist the tourist industry. That, surely, is a sign that a pragmatic version of Europeanisation at the very least is alive and well in Cyprus.

### **6.3 The Main Findings of the Empirical Research**

Perhaps the most significant finding from the different research samples were the similarity of responses between them. There was a general accord and understanding of



what Europeanisation was/is, and what is/was required to embody that concept in educational practice. Perhaps because of their structural position (involvement in schools, but not of them), the senior education officers were more critical of existing provision than any other group. Despite that, current developments, such as the creation of unitary secondary schools, were accepted by all groups. The responses were about variations on themes, rather than different themes.

### **6.3.1 Changes to the Structure of Secondary Education**

There was a general perception that current levels of provision of General Education is not satisfactory and can be improved, both in terms of provision and outcomes (standards of achievements). As a result, the General Education that is currently provided has to be enhanced both in terms of specialist curriculum content, but also in terms of the time spent in General Education. As the General Education is provided currently in the gymnasia, the length of time spent there should be increased. An outcome of this is the deferring of choice of upper secondary education to later years. It was still considered, however, that the specialist education should still be provided in lyceums, technical schools or at hotel and catering schools. Education should remain free and compulsory until the age of fifteen years. Ways of enhancing student commitment through greater subject choice, and perhaps the requirement for a financial commitment, were also strongly noted.

### **6.3.2 Introduction of Subjects about Europe**

This section has two aspects to it. Firstly, additional subjects should be introduced into the curriculum in recognition of the European dimension. A straight-forward example is the provision of more foreign language teaching in recognition of the main origins of the tourists. Apart from the already taught languages of English and French, arrangements should be made to introduce German and Swedish, as those countries make the majority of tourists to Cyprus.

Secondly, however, those subjects currently taught such as history, geography, literature and economics, should be taught so as to more directly incorporate a European dimension (knowledge and understanding). That is, where appropriate, topics should be taught using European examples, emphasizing the commonalties of Cyprus with the many countries of the E.U.

### **6.3.3 Change of Teaching Methods (Pedagogy)**

In Cyprus, the teaching methods that dominate remain the traditional ways – teacher-centered and “chalk and talk”. Currently, there is very little use of what might be termed “student-centered approaches”. As a result, the samples suggest that there should be a move away from teacher-centered teaching –the teacher as didact – towards student-centered learning – the teacher as guide or facilitator of learning.

In this respect, Cyprus has much to learn from Europe. This is not only due to the desire to introduce methods such as activity based and discovery learning, but also through discussion and creature tasks. Furthermore, Cyprus is lagging behind in the use of computers in education, and needs to use European experience and expertise to develop more fully the capacity to learn with and through computers and networks such as the world wide web.

### **6.3.4 Attempt to Increase “The Joy of Learning”**

Many Cypriot students have private lessons outside school. This implies that the current education system is inadequate, and does not provide sufficient tools to meet the learning needs of the students. At the same time, the general acceptance of private lessons suggests the wish to achieve, but also that the enjoyment of learning has been diluted (some students will undoubtedly feel “pushed” by their parents).

Cypriot education needs to recognise these shortcomings and to attempt to promote the “joy of learning”. In a seeming contradiction to what was said about subjects above,

curricula should perhaps be slimmed down to essentials, and then taught (and learned) in ways that retain the interest and motivations of the students. Greater choice of subjects, and significant increases in the variety and uses of resources is also important, as are student-centered differentiation and learning. This, in turn, has significant implications for the training of teachers, both in-service and pre-service. Concentrating the curriculum may also enhance achievement, and hence potential transfer into higher education.

#### **6.4 Plan for Action According to Findings and the UNESCO's Report**

Bearing in mind the content of the study that took place for the present thesis, as well as similarity of findings with UNESCO's Report (1997) about the Cypriot educational system, the following formal plan for action is proposed, containing recommendations for changes to the educational system of Cyprus.

The changes that are suggested to be carried out in the educational system of Cyprus, refer to secondary education. Secondary education is considered, in focus of this study, to be the most critical and perhaps the most important education that is offered, since this education is the one that prepares youngsters for their social and economic life after school. Phylactou (1997a), refers to the importance of secondary education towards the European challenge, by noting:

To the chain that starts from the basic education, until the introduction to the society or to higher studies, secondary education is in all cases the most fine link, the most difficult in administration, and the main one which falls into contradictory pressures from various directions. It constitutes the most sensitive part in all systems and is in reality the strongest and the weakest link. Among other problems that require not only theoretical encounter but, above all, firm solutions which will assist the secondary school, there is also the fundamental question: what sort of society is Europe seeking for the 21st century? What kind of individual are schools going to educate for active participation in this society? (Phylactou, 1997a, p. 32).

Bearing this in mind, the following sections identify the desirable changes to be made to the Cypriot secondary education.



#### **6.4.1 Adjustment of the Aims and Objectives of Cypriot Education**

In pages 12 – 15, the appraisal study of UNESCO presents and comments on the aims and objectives of the educational system of Cyprus. Paragraph 2.1.2, page 13 notes that, while the aims and objectives of the Cypriot education are excellent and link education with the historical, social, moral, cultural, and economic and political context of Cyprus, they should be redefined in order to be organised into a more coherent framework which provides a clearer hierarchy of aims and objectives. The same comment regarding the aims and objectives of the Cypriot educational system is also noticed in the present thesis. The recommendation was made that the aims and objectives should become less theoretical, stating clearly what education is trying to succeed.

The existing aims and objectives should be reconfirmed, but reconfigured and extended. Published by the Ministry of Education and Culture (1996, pp. 3 – 4), they relate to the Cypriot dimension of education without any explicit reference to the need of internationalisation of Cypriot education. Consequently, the aims and objectives should be revised and extended by the addition that the education of Cyprus has a European orientation as well. Cypriot students should be aware that apart from being citizens of Cyprus, they are at the same time citizens of Europe (and specifically the European Union). In addition, they should compose an inseparable part of the Cypriot legislation for the educational system of Cyprus, something that does not exist at the moment.

#### **6.4.2 Adaptation of the Structure of Cypriot Education in Order to Respond to the Adjusted Aims and Objectives.**

According to the appraisal study of UNESCO (paragraph 2.4, pp. 17 - 19 and paragraph 2.8, pp. 23 – 25), the current set up of the educational system of Cyprus presents some problems. The main problems are the lack of coordination and communication. While all the stages of education should be considered unified, this does not happen in Cyprus. A unified approach does not exist. On the contrary there is insufficient connection and understanding between the primary and secondary education, as well as between different sections of the secondary system. This situation reduces significantly the continuity that should exist in education between the different parts of education. There

are also problems of communication and continuity between gymnasia and lyceums, as well as gymnasia and technical - vocational education. Furthermore, the study of UNESCO notes that more coordination should exist between the different sections within the Ministry of Education and Culture. An attempt should be made to re-organise the educational programmes offered through the unification of the various types of schools of secondary education and follow through in the re-organisation of the Ministry. Any such change in education requires a high degree of planning, analysis and evaluation in order that the expected improvements may be successful.

A problem which is presented again in both the present study and in the study of UNESCO, is the excessive amount of the content in the curriculum, compared to the time allotted (paragraph 2.10, pp. 26 – 28 of UNESCO's study). This results in the attempt of educators and students to concentrate in covering the content that should be taught and not to the "joy of learning", which is acquired through creative learning, an approach which perhaps requires more time. In the present thesis, the problem was identified from the answers given by the participants regarding the duration of secondary education and their suggestions regarding the subject taught during the attendance of secondary education. It was suggested that the duration of secondary education should be seven years instead of six (four years for gymnasia and three years for lyceums, technical schools and hotel & catering schools). When they were asked about the effectiveness of the Cypriot educational system, the sample supported a smaller core curriculum with optional subjects related to the perceived occupational futures of the students.

A phenomenon of Cypriot education where UNESCO's study as well as the present thesis made similar comments, concerns the various private lessons Cypriots students follow outside school. In paragraph 2.13 ( pp. 30 - 31) UNESCO states that when studying the educational system of Cyprus, one cannot overpass the problem of private lessons Cypriot students follow outside their schools. This "cramming" system has been established and has transformed students into "machines", a process opposed to the declared aims and objectives of the Cyprus education. UNESCO's study states that the Ministry of Education and Culture should seriously study and face this problem by looking at the curriculum issues in schools.

According to the existing educational system, Cypriot students start their primary education at the age of 5 ½. Then, after a six years primary education, they attend a three years general secondary education at schools named gymnasia. At the age of 14 ½, they start to complete their secondary education at lyceums, or technical schools, choosing a pre-determined direction of studies according to their interests. From the present research, it is concluded that the existing ages are not appropriate for Cypriot students for either their primary or secondary education. It is noted that it would be better for the students if the starting school age be six years. The starting age for gymnasia should be at twelve years, and the age of sixteen be the age for students to complete their secondary education according to their interests. A transfer to the students' specialisation according to their interests at an older age should be made possible as well. After a more thorough general education, students should be in a position to decide on the type of school and the specialisation they will follow. Of course, in the stage of specialisation, the teaching of subjects that contribute to the continuation of the students' intellectual education should not be neglected.

In the general education of students, the subjects already taught should be enhanced with topics focusing on history, literature and economy of Europe, as well as with subjects oriented towards the use of modern technology.

The following suggestions for the different types of secondary education are made in order that the educational system of Cyprus be more effective.

#### **6.4.2.1 Secondary Education at Gymnasia**

The studies in gymnasia should be both compulsory and free, and last for four years, starting at the age of twelve. All subjects should be common and compulsory for all students, except for some supplementary ones from which students may choose, taking advantage of their talents, hobbies, or interests. At gymnasia, a general education should be offered to students, aiming at their intellectual development, but with the provision of information regarding subsequent possibilities of specialisation according to their employment inclinations and their interests. The opportunity should be given to them,



through appropriate subjects and appropriate activities, to come in contact with the working world, so that they may more accurately choose the sector that they would like to make a career at. This may involve the further development of careers education and work-related studies, including possible work visits and/or work experience.

For the promotion of students from one year class to the next, they should be expected to progress in every subject based upon achievement by examinations taken in every subject separately. A leaving certificate should be provided to all students who have completed their attendance in gymnasia. This certificate should contain all the subjects taught during the fourth year with their examination marks, together with the average marks for continuous assessment.

#### **6.4.2.2 Secondary Education at Lyceums**

By completing the first stage of studies at gymnasia, the second stage of the secondary education follows. At this stage, students should continue to have the possibility to choose and follow various directions of studies in Lyceums, according to their interests. For administrative and functional purposes, the various clusters of subjects could be offered by separate Lyceums, something which exists today. They could be called General Lyceums, Technical - Vocational Lyceums and Hotel & Catering Lyceums. The entrance of students to the various Lyceums would be accomplished after having taken into consideration the grades they have accumulated in certain subjects included in their gymnasium leaving certificate, the direction of studies the students wish to follow and their career interests and desires.

At the General Lyceums, students should have the possibility to follow the more traditional academic directions of studies, such as classics, science, economics, foreign languages, art (theatre, music, dance) and physical education that might lead on to further professional studies beyond schools. In the existing educational system, students currently have the possibility to choose one from the five sections which are the classical, science, economic, commercial/secretarial and foreign languages.

At the Technical - Vocational Lyceums, students should have the possibility to choose specialisations required by the industry. In these Lyceums, students could choose a technical or vocational education, as it exists today. The technical education should give emphasis to the theory and practice in science and technical knowledge, while the vocational education gives more emphasis in the practice rather than the theory of technical knowledge. The various specialisations offered by the Technical - Vocational Lyceums should be the same as they are offered today, but adding the specification of fine arts (painting, sculpture, architecture). Instead of the creation of separate Agricultural Lyceums, subjects on general agricultural production should be available in order that the agriculture sector of the economy be promoted. Such subjects could be agronomy, forestry and stock-farming. At the Hotel & Catering Lyceums, students should have the possibility to select between various specialisations of hotel and of tourist industry in general, as waiters or cooks, the only specialisation which exist today, or as hotel management, receptionists, housekeeping and tourists' guides.

The attendance at the Lyceums should be three years, irrespective of the increase of attendance in gymnasia by one year, and it should continue to be free as it is today, applying the right for "equal opportunity for education", despite the difficulties of this perceived by the senior education officers. The subjects that would be taught at Lyceums should be separated in three categories. Compulsory, specialised and supplementary. The compulsory subjects should be Modern Greek (where subjects of religious education, European literature, international organisations and relations could be included), Mathematics, History (including Cypriot, European and International History), and English Language (including subjects on European and international literature and history). The specialised subjects should include specialised optional subjects covering all directions of studies. The majority of the time of students' studies at Lyceums will be dedicated to their specialised subjects, while less time would be dedicated to compulsory subjects.

For the transfer of students from the one year of studies to the next, the suggested procedure for gymnasia should be applied. If students, attending the third year of studies at Lyceums, failed to meet the marks required for some subjects, they should be entitled to participate in the special written examinations at various intervals until they acquired the points required. A Certificate of Studies should be provided to the students who

successfully completed their studies at Lyceums, where the level of education of the direction of studies they chose would be certified.

The attendance of Cypriot students at both stages of secondary education (gymnasia and lyceums) should be changed. Instead of being only during the morning it should be during the afternoon as well. Visits to work environments should be provided, so that students could have direct contact with the world of work and especially with the sector of work they would prefer to be employed.

### **6.4.3 The Appointment and Promotion of Cypriot Educators**

In Chapter Five of the present thesis, it is mentioned that it is a disadvantage for the educational system of Cyprus that the appointment as well as the promotion of educators is dependent upon age and length of service. This age disadvantage is also noted by UNESCO's study (paragraphs 3.9 and 3.10, pp. 46 – 50). According to UNESCO, the system of appointing and promoting educators, which can be characterised impersonal and bureaucratic, does not help creative education and learning, which requires competent and enthusiastic educators. The system of appointment, as it functions today, does not choose the most competent educators to serve education, but the older ones, despite the older educators appointed not be necessarily the most competent. In the promotion of educators, it should be the competence of educators, not the years in service that count.

### **6.4.4 The Teaching Methods Applied by Cypriot Teachers**

A subject which was also mentioned to the present study, are the teaching methods applied by Cypriot teachers. From questions 53d and 54d, it was perceived that students are not satisfied with their school contribution either towards continuing their studies, nor towards their career aspirations ( $\bar{x} = 2.508$  and  $\bar{x} = 2.492$  respectively), because the way teachers teach (as 1 represents “not at all”, 2 “a little”, 3 “enough”, 4 “very” and 5 “absolutely”). Teaching remains traditional and does not use modern methods.



According to paragraphs 2.10 (pp. 26 – 28) and 2.16 (pp. 33 – 34) of the UNESCO appraisal study, the teaching methods applied by Cypriot educators do not help students to develop their creativity and independence in learning. Besides having significant implications for resources, the alteration of this state of affairs requires extensive development and provision of pre-service and in-service education for teachers.

#### **6.4.5 Change towards more Flexible Learning Incorporating Computer Technologies Teaching Methods through the Adequate Training of Educators**

Today, innovative teaching methods should give emphasis to the familiarisation with technology, and especially with computers. According to the existing educational system of Cyprus, the subject “Introduction to Computer” is taught for one period only at the first year of lyceums and of technical schools. There is no incorporation of computer technologies to any other subject. The absence of computer technologies is contradictory to contemporary European educational policy which, according to Cresson and Flynn (1996, p. 3), needs to be adapted towards the “new information technology”. Photiou (1996, pp. 1 - 3), underlines that if we want to offer an effective European education to our students, teachers have “to know and use the new technologies”. The provision of computer hardware and software in schools, as well as training in using them, is required on a massive scale in Cyprus (see 6.4.7 below).

#### **6.4.6 Closer Relations Between School and Business and the Society Generally**

From the responses of the samples, it was clear that they considered that there should be connection of school knowledge with experience from the working environment and the productive process. According to the European Commission (1996, p. 57), “schools and businesses mutually complement one another as places of learning and they should be brought closer together”. There, perhaps, should be also introduction of additional school activities, like music, theatre, athletics, philanthropic and other social activities, thus contributing to the development of their intellectual level.

#### **6.4.7 More Capital Investment in Education**

Some changes that should also take part at the Cypriot education in order to increase its effectiveness, concern the organisation and function of the school buildings. Referring to the main problems that Cypriot educational system faces, the Planning Bureau (1994, p. 238) notes among others, that there is “lack of school buildings, lack of maintaining the already existing buildings, as well as lack of school equipment”. Wishing to stress the value on investing in education, the European Commission (1996, p. 70), notes that investment in education “is a prime factor in competitiveness and employability”. Schools in Cyprus should be a quiet and supportive environment, something which does not exist as much as it should today. Spacious classrooms fully equipped with a very good air-conditioning system should be the norm. Ideally, class sizes should there be not more than twenty students.

According to paragraphs 3.5, 3.6 and 3.7 (pp. 43 – 46) of the UNESCO study, the current school buildings generally serve the current general educational requirements. There is a concern, however, about the lack of space in the classrooms. It is also clear that science laboratories are unsuitable for individual and group experiments. The improvement and in some case the extension of existing buildings, the restoration of old and inadequate buildings, and the determination of the required equipment of the school buildings are problems that should be prioritized in government development plans.

#### **6.4.8 Evaluation of the Cypriot Educational System**

Finally, the Ministry of Education and Culture should have the duty for the creation of a mechanism, through which from time to time to evaluate the effectiveness of the educational system which applies (i.e. analytical programmes, teaching methods, students’ assessment) in order to bring the necessary changes if needed.

The study of UNESCO ends with the establishment of a National Educational Research and Evaluation Unit (paragraph 4.5, pp. 62 – 65). In Cyprus, a system for evaluating the educational system by an expert team of researchers currently does not exist.

Consequently, this researcher agrees that the Ministry of Education and Culture should create a National Educational Research and Evaluation Unit (NEREU) to evaluate on an on-going basis the educational policy of Cyprus. The present thesis believes that this would reinforce the effectiveness of the educational system of Cyprus. The Ministry of Education and Culture should create such an evaluating institution and mechanism by which the effectiveness of the educational system of Cyprus be evaluated.

## **6.5 Limitation and Challenges for Further Researches**

Concluding the present thesis, mention should be made to the limitations of the research, which according to Dixon, Bouma and Atkinson (1987, p. 219), a researcher “must identify”. A significant limitation was the design of the questionnaire. Since it contains 70 questions, the questionnaire is too long. Even more, if the research considered the views of other relevant persons about the educational system of Cyprus, such as organised students, parents, the employers, the university, the aims of the research may have been better served. It is quite possible that the initial research questions and design could have been significantly enhanced in this respect.

At the same time, it is a very difficult task for a lone researcher to cover all the relevant aspects of the subject without limitations. These limitations can become the challenge for other researchers to undertake their own researches. According to Papanastassiou (1990, p. 120), “a research is a challenge for other researchers to continue what a research has begun”. According to Moser and Kalton (1992, p. 477), a research “should aim to give leads to further researchers”. Other researchers could research the contribution of the primary education in Cyprus and how this could be improved, or undertake an in-depth research about the contribution of every type of secondary school in Cyprus and how these individual types could be changed. Research too is needed with students, parents, employers and the university about the contribution of secondary education towards the Cypriot society and how this could be changed for a better contribution. This, whilst this is a ground-breaking piece of research, it should also be seen as the beginning, not the end, of the evaluative research process.



Education, as it has been repeatedly stressed in this thesis, is today one of the most important functions of a society. The interest and care that should exist for the education of students, whether young or old, should always lead to research about education and new decisions for constructing a better future. This researcher believes this is especially in Europe, where education has a significant role to play in the development of societies. Education can support the achievement of the needs of Europe in the future. On this basis, it is worth ending with a quote from Weidenfeld (1997), who wrote:

Europe needs to provide what is in the shared interests of its States. Above all, it needs to secure the future. This means providing economic prosperity, international competitiveness, peace, safety from the risk of new conflicts and the development of a pan-European Union in which Europeans can pursue their own fulfilment.  
(Weidenfeld, 1997, p. 20).

As education has a key role to play in securing the future, this thesis has sought to make one small contribution to that effort.

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## APPENDICES

### Appendix 1

#### A Brief Mention to the European Union Educational Policy

The idea of a unified Europe began to be shaped immediately after the painful adventure of the two world wars. Strong dilemmas, plans and views were put forward so that new European organisation could be established, having as aim the peace, progress and prosperity of people.

The start was made on 9 May 1950 by a declaration of the French Foreign Minister, Robert Schuman, for the formation of a European Coal and Steel Community. On 18 April 1951, the Treaty of the European Coal and Steel Community was signed in Paris, by France, Germany, Italy, Belgium, Luxembourg and Holland. The “small Europe of Six”, as it is referred by Nicos S Mousis (1993, p. 19), is a reality since July 1952, when this treaty had been enforced.

On 25 March 1957 a new start had been achieved for Europe. The six countries of the European Coal and Steel Community signed the Treaty on European Economic Community in Rome by which the European Economic Community and the European Atomic Energy Community were established. Referring to these treaties, Kakavoulis (1993, p. 17), writes: “All European Treaties have the same aims: The economic expansion and raising of the living standard, as well as the European unification of European peoples”.

On 1 January 1973 the Community of Six was enlarged to Nine with the accessions of Denmark, Ireland and the United Kingdom. In 1981 Greece joins the Community, which then consisted of 10 members. In 1986 the members of the Community were increased to 12 with the insertion of Portugal and Spain.

But the fact which leads the way to the procedure of a continuous unification of the people of Europe, is the Treaty on the European Union, which was signed in Maastricht on 7 February 1992 and was enforced on 1 November 1993. The Maastricht Treaty was signed by the twelve members of the European Community. In a special chapter of this Treaty (Chapter 3, p. 47), under the title “Education, vocational training and youth”, articles 126 and 127 determine the European policy regarding education.

Article 126 stresses that the Community aims “to the development of quality education by cooperation between Member States”, and then the courses of action are referred, which will contribute to the development of quality education. These courses are the teaching of the languages of the Member States, the mobility of students and teachers, the cooperation between educational establishments, the exchange of information and experience, the development of youth exchanges and the developing of distance education.

As per article 127, the Community applies “a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational



training". According to this article, the Community's targets for the educational training are to facilitate adaptation to industrial changes, to improve initial and continuing vocational training, to facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people, to stimulate cooperation on training between educational or training establishments and firms and to develop exchanges of information and experience between the Member States.

On 1 January 1995, the European Union grew to a Community of Fifteen with the admission of Austria, Finland and Sweden.

Aiming to harmonize the education of youth of the various European countries in applying an economical policy and social cohesion, the European Community has acted in recent years to make it easier by developing various exchange programmes. Such programmes were Erasmus, Comett, Lingua, Force, Petra, Tempus and Eurotecnet. Information regarding these programmes one could acquire from the booklets which the Commission of the European Community has issued on 1993 and 1996, under the titles "Youth Exchanges in the European Community" and "Education and Training Two Weapons Against Unemployment" respectively, and from an article of an anonymous under the title "The Higher Education and the European Union" in the Greek magazine *Economicos Tachydromos*, 6 (2179), pp. 44 - 46.

The Commission of the European Community, wishing to fulfil better the education and training of youth, modified their exchange programmes. Now all the exchange programmes which have not been terminated, have been replaced by the programmes Socrates and Leonardo da Vinci.

The Leonardo da Vinci programme is based on Articles 127 of the Treaty of European Union, and started on 6 December 1994. The overall aim of Leonardo da Vinci, according to the European Commission (1996, p. 6), is to help improve the quality of vocational training by enforcing relevant exchange programmes between European countries in order to increase opportunities for personal experience.

The Socrates programme is based on Articles 126 and 127 of the Treaty on European Union, and was adopted on 14 March 1995. The overall aim of Socrates, according to the European Commission (1997, p. 11), is to help improve the quality and relevance of education for children, young people and adults, by enhancing European cooperation and increasing access to the range of learning opportunities available across the Union. Details regarding these two programmes one could acquire from the booklet which the Commission of the European Community issued on 1996 under the title "Education and Training Two Weapons Against Unemployment", and the issue of the Commission of the European Community on 1997 under the title "Socrates - Guidelines for Applicants 1998".

In conclusion, education has played and still plays a significant role for the social and economical development of Europe. Today in its attempt for "development of quality education", Europe sets the basis for a new European educational dimension. A dimension which has as aim the fulfilment of the visions for which the European Union was established. As regards the influence that education has today in reinforcing the attempt of unifying Europe, Kakavoulis (1993, p. 23), stresses that "the unification of Europe depends much more on the quality and standards of education offered in every country, than on any other decision in the field of politics and economy".

## Appendix 2

### Information about the Size, the Population, the Name and the First Inhabitants of Cyprus

Cyprus is the third in size island on the Mediterranean, after Sicily and Sardinia. Its magnitude is 9,251 square kilometers, according to the Press Information Office (ed. 1596, p. 13). The population of Cyprus at the end of 1995, according to the Press Information Office (ed. 1596, p. 13) was 735,900. Population distribution by group is 84.7% Greek Cypriots, including Maronites, Armenians and Latins and 12.3% Turkish.

In ancient times, the island was known under various names. The Grand Cypriot Encyclopedia (1988, vol. 8, p. 25), gives, in alphabetical order, the following names: Aeria, Akamantis, Amathusia, Aspelia, Yiatnana, Tharsis, Kerastia, Kition, Kolinia, Kryptos, Kypros (Cyprus), Makaria, Miinois, Sfikia, Hethima, Hettiim. Out of the above order, the name of Alasia is also mentioned. Finally the name of Cyprus has predominated. Various explanations have been given as to the provenance of the name of Cyprus, but none are absolutely accepted.

Very probably, the first inhabitants of Cyprus arrived as settlers from the south shores of Asia Minor at the beginning of the sixth millennium. Towards the middle of the second millennium, era of the Greek and commercial sovereignty, Cyprus was inhabited by the Myceans and later on by the Acheans. Since then Cyprus acquires its Greek cultural character which is maintained until today. For the period the Greek culture was established in Cyprus, Georgiades (1978) writes that: “following the end of the pre-historic era, Cyprus is completely under Greek influence”.

Appendix 3

The Questionnaire for Educators

QUESTIONNAIRE NO. ....

IN WHAT WAY (IF ANY) DOES THE EDUCATIONAL SYSTEM OF CYPRUS NEED TO CHANGE IN ORDER TO BECOME MORE INTEGRATED ACCORDING TO THE EUROPEAN DIMENSION IN EDUCATION

DO NOT WRITE YOUR NAME ANYWHERE

Questions 1 - 17 to be answered by all Educators (Gymnasias, Lyceums, Technical - Vocational and Hotel & Catering Schools)

PART A  
GENERAL INFORMATION

Complete the following questions, or just put “√” in the box next to your answer

1. Age:	21 - 30	<input type="checkbox"/>	1	4	
	31 - 40	<input type="checkbox"/>	2		
	41 - 50	<input type="checkbox"/>	3		
	51 - 60	<input type="checkbox"/>	4		
2. Sex:	Male	<input type="checkbox"/>	1	5	
	Female	<input type="checkbox"/>	2		
3. Marital Status:	Single	<input type="checkbox"/>	1	6	
	Married	<input type="checkbox"/>	2		
4. Number of children: .....				7	
5. Years in service in Education:				8	
1 - 5	<input type="checkbox"/>	1	16 - 20	<input type="checkbox"/>	4
6 - 10	<input type="checkbox"/>	2	21 - 25	<input type="checkbox"/>	5
11 - 15	<input type="checkbox"/>	3	26 and over	<input type="checkbox"/>	6





a)	for Primary Education?	..... years	19
b)	for Gymnasia?	..... years	20
c)	for Lyceums of Optional Subjects?	..... years	21
d)	for Technical Schools?	..... years	22
e)	for Vocational Schools?	..... years	23
f)	for Hotel & Catering Schools?	..... years	24
12.	Education in Cyprus until the age of 15 is compulsory. Do you agree with this policy?		25
	YES	<input type="checkbox"/> 1	
	NO	<input type="checkbox"/> 2	
13.	If you do not agree with the previous question, what do you suggest?		26
a)	Education not to be compulsory	<input type="checkbox"/> 1	
b)	I suggest compulsory education until the age of 10	<input type="checkbox"/> 2	
c)	I suggest compulsory education until the age of 12	<input type="checkbox"/> 3	
d)	I suggest compulsory education until the age of 14	<input type="checkbox"/> 4	
e)	I suggest compulsory education until the age of 16	<input type="checkbox"/> 5	
f)	I suggest compulsory education until the age of 18	<input type="checkbox"/> 6	
14.	The basic education in Cyprus (6 years for both Primary and Secondary Education) is free. Do you agree with this policy?		27
	YES	<input type="checkbox"/> 1	
	NO	<input type="checkbox"/> 2	
15.	If you do not agree with the previous question, what do you suggest?		28
A.	For Primary Education		
a)	Not to be free	<input type="checkbox"/> 1	
b)	I suggest free education for the first years	<input type="checkbox"/> 2	
c)	I suggest free education for the last years	<input type="checkbox"/> 3	
d)	I suggest free education for all the years	<input type="checkbox"/> 4	
e)	Note down if you have any other suggestions:		
	.....		

B. For Secondary Education

a) Not to be free	<input type="checkbox"/>	1	30
b) I suggest free education for all the years for the Gymnasia	<input type="checkbox"/>	1	31
c) I suggest free education for all the years for the Lyceums of Optional Subjects	<input type="checkbox"/>	1	32
d) I suggest free education for all the years for the Technical Schools	<input type="checkbox"/>	1	33
e) I suggest free education for all the years for the Vocational Schools	<input type="checkbox"/>	1	34
f) I suggest free education for all the years for the Hotel & Catering Schools	<input type="checkbox"/>	1	35
g) Note down if you have any other suggestions:			36

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16. The transfer from one basic level of education to another is done without any examinations to prove the students' ability to attend the higher level lessons of the basic education. Do you agree with this policy:						
a) Transfer from Primary Education to Gymnasia?	1	2	3	4	5	37
b) Transfer from Gymnasia to Lyceums of Optional Subjects?	1	2	3	4	5	38
c) Transfer from Gymnasia to Technical Schools?	1	2	3	4	5	39
d) Transfer from Gymnasia to Vocational Schools?	1	2	3	4	5	49
e) Transfer from Gymnasia to Hotel & Catering Schools?	1	2	3	4	5	41
17. Would you agree that the educational system of Cyprus should include Agricultural Schools for the education of students completing their general gymnasium education?	1	2	3	4	5	42



EDUCATION AT GYMNASIA

Questions 18 and 19 to be answered only by Gymnasia Educators

Complete the following questions, or just put “√” in the box next to your answer.

18. The following subjects are taught at Gymnasia and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	NOT AT ALL 1	LESS 2	SATI- SFAC- TORY 3	MORE 4	
<u>Religious Education</u> (2 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44
<u>Ancient Literature</u> (3 for the 1st and 2nd year and 3,5 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
<u>Modern Greek</u> (5,5 for the 1st year and 5 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46
<u>History</u> (3 for the 1st year and 2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47
<u>Ethics</u> (0,5 only for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48
<u>Vocational Orientation</u> (0,5 only for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
<u>Mathematics</u> (4 for the 1st and 3rd year and 3,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
<u>Physics</u> (2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51
<u>Chemistry</u> (1 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52
<u>Botany - Zoology</u> (2,5 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53
<u>Anthropology</u> (1 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54
<u>Biology</u> (1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
<u>Geography</u> (1 for all the 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56
<u>English</u> (4 for the 1st and 2nd year and 3,5 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57
<u>French</u> (2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
<u>Physical Education</u> (3 for all the 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
<u>Music</u> (2 for the 1st and 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61

<u>Art</u> (2 for the 1st and 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62
<u>Home Economics,</u> <u>Design and Technology</u> (3 for the 1st and 2nd year and 2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
<u>First Aid</u> (0,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64

19. Indicate whether you wish new subjects to be introduced and to be taught at the  
Gymnasia:

.....

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65-68

EDUCATION AT LYCEUMS OF OPTIONAL SUBJECTS

Questions 20 - 26 to be answered only by Lyceum Educators

Complete the following questions, or just put “√” in the box next to your answer.

20. Do you think that the existing sections for Lyceums of Optional Subjects (1-Humanitarian Studies, 2-Physical & Mathematical Studies, 3-Economical Studies, 4-Clerical Studies, 5-Foreign Languages) satisfy the needs of Cypriot students?

YES

☐

1

NO

☐

2

70

21. If the answer to the previous question is NO, what are your suggestions?

71-72

22. The following core (compulsory) subjects are taught at Lyceums of Optional Subjects and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	NOT AT ALL 1	LESS 2	SATISFACTORY 3	MORE 4
Religious Education (1,5 for the 1st year and 2 for the 2nd and 3rd year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern Greek Sections 1, 3, 4 and 5 (4 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 2 (3,5 for the 1st year and 4 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics (1 for the 2nd year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History (2 for all 3 years for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of Cyprus (1 for the 3rd year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

73

74

75

76

77

78



<u>Ancient Greek</u>					80
Sections 1 and 2 (1,5 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 3 (1,5 for the 1st and 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	81
Section 4 (2 for the 1st year and 1,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82
Section 5 (2 for the 1st year, 1,5 for the 1,5 for the 2nd year 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83
<u>Ancient Greek in Translation</u>					
Sections 1, 2, 3 and 5 (1 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84
Section 4 (1 for the 1st year and 2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85
<u>Mathematics</u>					
Sections 1, 4 and 5 (3 for the 1st and 3rd year and 2,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	86
Sections 2 and 3 (3 for all years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	87
<u>Physics and Chemistry</u>					88
(1,5 for the 1st year and 2 for the 2nd and 3rd year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Physiology</u>					89
(1 for the 1st year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>English</u>					
Sections 1 and 5 (3 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
Section 2 (4 for the 1st year and 2,5 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	91
Section 3 (4 for the 1st year and 3 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	92
Section 4 (3 for the 1st and 3rd year, and 2,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	93
<u>French</u>					
Sections 1 and 2 (2 for the 1st and 3rd year and 1,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	94
Section 3 (1,5 for the 1st year and 2nd year and 2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95

Section 4 (1,5 for the 1st year and 2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	96
Section 5 (2 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	97
Economics					
Sections 1, 2 and 5 only (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	99
Introduction to Computers (1 for the 1st year for all sections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100
Music					
Sections 1, 3 and 4 (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	101
Sections 2 and 5 (0,5 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	102
Physical Education					
Sections 1 and 2 (2 for the 1st and 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	102
Sections 3, 4 and 5 (2 for the 1st year and 1,5 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	104
Art					
Sections 1, 3 and 4 (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	105
Sections 2 and 5 (0,5 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	106

23. Indicate whether you wish new core (compulsory) subjects to be introduced to all five sections: 107-110

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24. The following specialised (selected) subjects are taught separately for every section at Lyceums of Optional Subjects, and the period allotted to them per week are noted herebelow. Are you of the opinion that they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SECTIONS	SUBJECTS (periods per week)	LESS 1	SATI- SFAC- TORY 2	MORE 3	
1 HUMANITARIAN STUDIES	Ancient Greek (additional 3,5 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	111
	Latin (2 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	112
	History (additional 1 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	113
	Philosophy (2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	114
	English or French or German (2 for all 3 years. Additional for English & French)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	116

	Indicate whether you wish certain specialised (sele- cted) subjects to be intro- duced for section 1				117
	.....				
	.....				
	.....				
	.....				
2	<u>Mathematics</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	118
PHYSICAL	(additional 2,5 for the 1st	<input type="checkbox"/>			
MATHEMATICAL	year and 4 for the 2nd and				
STUDIES	3rd year)				
	<u>Physics</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	119
	(additional 4 for the 1st and	<input type="checkbox"/>			
	3rd year and 3,5 for the 2nd				
	year)				
	<u>Chemistry</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120
	(additional 2,5 for the 1st	<input type="checkbox"/>			
	year and 3 for the 2nd and				
	3rd year)				
	Indicate whether you wish certain specialised (sele- cted) subjects to be intro- duced for section 2				121
	.....				
	.....				
	.....				
	.....				
3	<u>Mathematics</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	122
ECONOMICAL	(additional 2,5 for the 1st	<input type="checkbox"/>			
STUDIES	year and 4 for the 2nd and				
	3rd year)				
	<u>Accounting</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	123
	(4 for the 1st year and 2,5	<input type="checkbox"/>			
	for the 2nd and 3rd year)				
	<u>Commerce</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	125
	(2 for the 1st year and	<input type="checkbox"/>			
	3 for the 2nd year)				
	<u>Economics</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	126
	(3 for the 3rd year)	<input type="checkbox"/>			
	<u>English</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	127
	(additional 1 for all 3 years)	<input type="checkbox"/>			



	Indicate whether you wish certain specialised (sele- cted) subjects to be intro- duced for section 3				128
	.....				
	.....				
	.....				
	.....				
4 COMMERCIAL STUDIES	<u>Accounting</u> (4,5 for the 1st year, 5 for the 2nd year and 2,5 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	129
	<u>Office Practice</u> (2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	130
	<u>Commerce</u> (2 for the 1st year and 3 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	131
	<u>Economics</u> (3 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	132
	<u>Mathematics for Economics</u> (2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	133
	<u>Typewriting</u> (2 for the 1st and 2nd year and 1,5 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	134
	<u>English</u> (additional 1 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135
	Indicate whether you wish certain specialised (sele- cted) subjects to be intro- duced for section 4				136
	.....				
	.....				
	.....				
	.....				
5 FOREIGN LANGUAGES	<u>English</u> (additional 2 for the 1st year and 3 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	138
	<u>French</u> (additional 2 for the 1st and 3rd year and 1,5 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	139

<u>German</u> (3 for the 1st year, 4 for the 2nd year and 3,5 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	140
<u>Social Studies</u> (2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	141
<u>Typewriting or Latin</u> (2 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	142
Indicate whether you wish certain specialised (selected) subjects to be introduced for section 5				143
.....				
.....				
.....				
.....				

25. The following supplementary subjects are taught 2 periods per week and students of sections 1, 2, 3, and 5 choose one of them for the 2<sup>nd</sup> and 3<sup>rd</sup> year of Lyceums of Optional Subjects. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	NOT AT 1 ALL	LESS 2	SATI- 3 SFAC- TORY	MORE 4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practical Technology Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	144
Typewriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	145
Dress-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	146
Child Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	147
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	148
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	149
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	151
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	152

Computers

☐

☐

☐

☐

153

Latin  
(only for students of section 5)

☐

☐

☐

☐

153

26. Indicate whether you wish certain supplementary subjects to be introduced for all sections

155-156

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EDUCATION AT TECHNICAL AND VOCATIONAL SCHOOLS

Questions 27 - 36 to be answered only by Educators of Technical Schools (Technical and Vocational Direction)

Complete the following questions, or just put “√” in the box next to your answer.

27. Do you think that the existing specialisations for Technical Schools -Technical Direction (Machinists-Fitters, Automobile Mechanics, Electrical Installations, Electronic-Technicians, Electronic-Computers, Construction Works, Graphic Arts, Ceramics-Pottery, Dress-makers) satisfy the needs of Cypriot students?

YES

☐

1

NO

☐

2

158

28. If the answer to the previous question is NO, what are your suggestions?

159

29. The following general education subjects are taught at Technical Schools - Technical Direction, and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	NOT AT ALL 1	LESS 2	SATISFACTORY 3	MORE 4
Religious Education (1 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern Greek (4 for the 1st year and 3 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English (4 for the 1st and 3rd year and 3 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History (1 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education (2 for the 1st and 2nd year and 1 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics (5 for the 1st and 2nd year and 6 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

160

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164

166

Physics and Chemistry (4 for the 1st year and 5 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	167
Introduction to Computers (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	168

30. The periods per week allotted to technological and workshop subjects for all specialisations for the 3 years of Technical Schools - Technical Direction are noted herebelow. Are you of the opinion that they should be taught less periods? Do you think that the periods are satisfactory or they should be more?

YEARS & PERIODS PER WEEK	LESS 1	SATISFACTORY 2	MORE 3

1st year, 13 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	169
2nd year, 15 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	170
3rd year, 14 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	171

31. Indicate whether you wish new general education or technological and workshop subjects to be introduced to all specialisations at Technical Schools - Technical Direction:

172-173

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.....

32. Do you think that the existing specialisations for Technical Schools - Vocational Direction (Machinists-Fitters, Automobile Mechanics, Agriculture Machine Mechanics, Sheet-Metal-Welders, Plumbers Welders, Casting Works, Electrical Installations, Domestic Appliances, Builders, Carpenters, Draftsmen, Goldsmiths-Silversmiths, Dress-Makers, Shoe-makers) satisfy the needs of Cypriot students?

174

YES	<input type="checkbox"/>	1
NO	<input type="checkbox"/>	2

33. If the answer to the previous question is NO, what are your suggestions?

175

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.....

.....

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34. The following general education subjects are taught at Technical Schools - Vocational Direction, and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	NOT AT 1 ALL	LESS 2	SATI- 3 SFAC- TORY	MORE 4	
<u>Religious Education</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	177
<u>Modern Greek</u> (3 for the 1st year and 2 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	178
<u>English</u> (2 for the 1st and 3rd year and 3 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	179
<u>History</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	180
<u>Physical Education</u> (2 for the 1st year and 1 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	181
<u>Mathematics</u> (3 for all 3 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	182
<u>Physics and Chemistry</u> (2 for the 1st and 3rd year and 3 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	183
<u>Introduction to Computers</u> (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	184

35. The periods per week allotted to technological and workshop subjects of all specialisations for the 3 years of Technical Schools - Vocational Direction are noted herebelow. Are you of the opinion that they should be taught less periods? Do you think that the periods are satisfactory or they should be more?

YEARS & PERI- ODS PER WEEK	LESS 1	SATI- 2 SFAC- TORY	MORE 3	
1st year, 20 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	185
2nd year, 21 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	186
3rd year,				
a) technological and workshop subjects 11 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	187
b) practice outside school in industry 14 periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	188



36. Indicate whether you wish new general education or technological and workshop subjects to be introduced to all specialisations at Technical Schools - Technical Direction:	190-191
.....	
.....	

EDUCATION AT HOTEL & CATERING SCHOOLS

Questions 37 - 44 to be answered only by Educators of Hotel & Catering Schools

Complete the following questions, or just put “√” in the box next to your answer.

37. Do you think that the existing specialisations for Hotel & Catering Schools (Waiters and Cooks) satisfy the needs of Cypriot students?	YES	<input type="checkbox"/>	1	193															
	NO	<input type="checkbox"/>	2																
38. If the answer to the previous question is NO, what are your suggestions?				194-196															
.....																			
.....																			
.....																			
.....																			
39. The following general education subjects are taught at Hotel & Catering Schools for both specialisations of Waiters and Cooks, and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should not be taught at all, or they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?																			
<table><tr><td>SUBJECTS</td><td>NOT AT 1</td><td>LESS 2</td><td>SATI- 3</td><td>MORE 4</td></tr><tr><td>(periods</td><td>ALL</td><td></td><td>SFAC-</td><td></td></tr><tr><td>per week)</td><td></td><td></td><td>TORY</td><td></td></tr></table>	SUBJECTS	NOT AT 1	LESS 2	SATI- 3	MORE 4	(periods	ALL		SFAC-		per week)			TORY					
SUBJECTS	NOT AT 1	LESS 2	SATI- 3	MORE 4															
(periods	ALL		SFAC-																
per week)			TORY																
<u>Religious Education</u>					197														
(1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<u>Modern Greek</u>					198														
(3 for the 1st year, 4 for the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
2nd year and 2 for the 3rd year)																			
<u>Mathematics</u>					199														
(2 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<u>English</u>					200														
(5 for the 1st year, 6 for the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
2nd year and 3 for the 3rd year)																			
<u>History</u>					201														
(1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
<u>French</u>					202														
Specialisation of waiters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
(3 for the 1st and 2nd year																			
and 2 for the 3rd year)																			

Specialisation of cooks (3 for the 1st year, 4 for the 2nd year and 2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	204
<u>German</u> Only for the specialisation of Waiters (5 for the 2nd year and 3 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	205
<u>Physical Education</u> (2 for the 1st year and 1 for the 2nd and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	206
<u>Computers</u> (1 for the 1st and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	207

40. Indicate whether you wish new general education subjects to be introduced for both specialisations, Waiters and Cooks, for Hotel and Catering Schools:

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41. The following specialised subjects are taught during the training of Waiters of Hotel & Catering Schools, and the periods allotted to them per week are noted here-below. Are you of the opinion that they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

SUBJECTS (periods per week)	LESS 1	SATI- SFAC- TORY 2	MORE 3	
<u>Tourist Geography</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	209
<u>Costing</u> (1 for the 1st and 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	210
<u>Wineology</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	211
<u>Dietary and Catering</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	212
<u>Hygiene</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	213
<u>Technical Installations</u> (1 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	214
<u>Technique and Practice for Waiters</u> (6 for the 1st and 3rd year and 9 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	215
<u>Bar</u> (2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	216
<u>Technique &amp; Practice for Cooking</u> (6 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	217
<u>Practice Outside School</u> (14 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	218



42. Indicate whether you wish new specialised subjects to be introduced for the specialisation of Waiters for the Hotel & Catering Schools:

220

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43. The following specialised subjects are taught during the training of Cooks of Hotel & Catering Schools, and the periods allotted to them per week are noted herebelow. Are you of the opinion that they should be taught less periods? Do you think that the periods are satisfactory or should they be taught more?

221

SUBJECTS (periods per week)	LESS 1	SATI- SFAC- TORY 2	MORE 3	
<u>Tourist Geography</u> (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	221
<u>Ingredients</u> (1 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	222
<u>Costing</u> (1 for the 1st and 2nd year and 2 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	223
<u>Wineology</u> (1 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	224
<u>Dietary and Catering</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	225
<u>Hygiene</u> (1 for the 1st and 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	226
<u>Technical Installations</u> (1 for the 2nd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	227
<u>Technique and Practice for waiters</u> (6 for the 1st year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	228
<u>Technique &amp; Practice for Cooking</u> (6 for the 1st year, 13 for the 2nd year and 10 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	229
<u>Practice Outside School</u> (14 for the 3rd year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	230

44. Indicate whether you wish new specialised subjects to be introduced for the specialisation of Cooks for Hotel & Catering Schools:

231

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.....

Questions 45 - 70 to be ansered by all Educators (Gymnasia, Lyceums, Technical - Vocational and Hotel & Catering Schools)

Complete the following questions, or just put “√” in the box next to your answer, or answer the questions by circling just one number, using the following scale:

- 1 - not at all

2 - a little

3 - enough
- 4 - very

5 - absolutely

45. Do you think that it would be better for students to continue their studies by choosing, except for a small number of core (compul- sory) subjects, separate subjects which are closer to their inte- rests rather than choosing a combination of subjects according to the current Cypriot educational system?	1	2	3	4	5	233
46. Do you think that it would be better for the students’ future career by choosing, except for a small number of core (compulsory) subjects, separate subjects which are closer to their interests rather than choosing a combination of subjects according to the current Cypriot educational system?	1	2	3	4	5	234
47. What do you think is the priority of Cypriot students after they complete their secondary education:						235
a) To follow higher education?					1	
b) To work?					2	
48. Which do you thing is the best way for students to be enrolled at a higher esta- blishment after finishing their secondary education:						236
a) By special examinations?					1	
b) By taking into consideration the grades of the leaving certificate?					2	
c) Combination of a and b?					3	
- Note any other way you think it is the best						
d) .....						
.....						
49. Which do you think is the best way for students to be employed after finishing their secondary education:						237
a) By special examinations?					1	
b) By taking into consideration the grades of the leaving certificate?					2	

c)	By interview?	<input type="checkbox"/>	3				
d)	Combination of a, b and c?	<input type="checkbox"/>	4				
- Note any other way you think it is the best							
e)	.....						
.....							
50.	Do you think that the time dedicated by students for studying their school lessons is sufficient?	1	2	3	4	5	239
51.	If you think that the time dedicated by students for studying their school lessons is not absolutely sufficient, indicate to what degree the reasons mentioned below are those which affect negatively the time dedicated for studying?						
a)	The subjects taught are too many	1	2	3	4	5	240
b)	The material programmed to be covered for each subject is too much	1	2	3	4	5	241
c)	The homework they have to prepare for every subject is too much	1	2	3	4	5	242
d)	The various private lessons they attend outside school eliminate the time set aside to study for school	1	2	3	4	5	243
e)	Their interests are different than those covered by their school's subjects, so they are indifferent and do not spend enough time to study	1	2	3	4	5	244
f)	They are obliged for financial reasons to work, thus the time spent for studying is not enough	1	2	3	4	5	245
- Note any other reasons							
g)	.....	1	2	3	4	5	246
.....							
52.	Do you think that students are satisfied by their school's contribution towards continuing their studies?	1	2	3	4	5	247
53.	If you think that the students are not absolutely satisfied by their school's contribution towards continuing their studies, indicate to what degree the reasons mentioned below are those which affect negatively the schools' contribution?						
a)	There is no possibility for students to choose the subjects which interest them	1	2	3	4	5	248
b)	The content of the subjects taught is not adequate to the level required by the higher educational institutions	1	2	3	4	5	249



c)	It is due to insufficient performance of teachers	1	2	3	4	5	251
d)	The way teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students)	1	2	3	4	5	252
e)	There is a limited number of sections to be chosen from	1	2	3	4	5	253
f)	There is a large number of students in the class	1	2	3	4	5	254
g)	The students are not of the same level in the same class (mixed ability classes)	1	2	3	4	5	255
	- Note any other reasons						256
h)	.....	1	2	3	4	5	
	.....						
54.	Do you think that students are satisfied by their school's contribution towards their career aspirations?	1	2	3	4	5	257
55.	If you think that the students are not absolutely satisfied by their school's contribution towards their career, indicate to what degree the reasons mentioned below are those which affect negatively the school's contribution?						
a)	There is no possibility for students to choose the subjects which interest them	1	2	3	4	5	258
b)	The content of the subjects taught is not adequate compared to the level demanded by the world of work	1	2	3	4	5	259
c)	It is due to insufficient performance of teachers	1	2	3	4	5	260
d)	The way teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students)	1	2	3	4	5	261
		1	2	3	4	5	262
e)	It is a limited number of sections to be chosen from	1	2	3	4	5	263
f)	There is a large number of students in the class	1	2	3	4	5	264
g)	The students are not of the same level in the same class (mixed ability classes)	1	2	3	4	5	
	- Note any other reasons						265
h)	.....	1	2	3	4	5	
	.....						
56.	Which do you think is the ideal number of students in a class?						266
		up to 15	<input type="checkbox"/>			1	
		16 - 20	<input type="checkbox"/>			2	
		21 - 25	<input type="checkbox"/>			3	
		26 - 30	<input type="checkbox"/>			4	
		31 - 35	<input type="checkbox"/>			5	
		36 - 40	<input type="checkbox"/>			6	

57. Which do you think is the ideal number of students for the efficient function of a school?						268
	up to 400	<input type="checkbox"/>	1			
	401 - 600	<input type="checkbox"/>	2			
	601 - 800	<input type="checkbox"/>	3			
	801 - 1000	<input type="checkbox"/>	4			
	1001 - 1200	<input type="checkbox"/>	5			
	1201 - 1400	<input type="checkbox"/>	6			
58. It is a well known reality that Cypriot students follow subjects at private lessons outside school which are already taught at their schools. Indicate to what degree the following reasons you think force students to follow tutorials outside school?						
a) For a better performance	1	2	3	4	5	269
b) To be able to continue their studies	1	2	3	4	5	270
c) To acquire certificates from various educational bodies	1	2	3	4	5	271
d) To acquire certificates from various professional bodies	1	2	3	4	5	272
e) To help students find a job	1	2	3	4	5	273
- Indicate any other reasons						274-276
f) .....	1	2	3	4	5	
.....						
g) .....	1	2	3	4	5	
.....						
h) .....	1	2	3	4	5	
.....						
59. Are you of the opinion that Cypriot students should acquire their knowledge at school through the necessary adaptation of the Cypriot education system, instead of getting it by private lessons?						277
	YES	<input type="checkbox"/>	1			
	NO	<input type="checkbox"/>	2			
60. If the answer to the previous answer is YES, are you of the opinion that students should spent more time at school, since they will not have to follow private lessons outside school any more?						279
	YES	<input type="checkbox"/>	1			
	NO	<input type="checkbox"/>	2			

61. Indicate how important you consider the following criteria for an ideal school:						
a) When its rules are applied very strictly	1	2	3	4	5	280
b) When it operates in a nice and comfortable environment	1	2	3	4	5	281
c) When it has spacious classrooms, fully equipped and with an air-conditioning system	1	2	3	4	5	282
d) When it has laboratories with the latest technology (i.e. computers, TV, video, OHP)	1	2	3	4	5	283
e) When it provides facilities for athletics	1	2	3	4	5	284
f) When it promotes arts, culture, and in general the socialisation of its students through its programmes, by organising various cultural activities (i.e. theatre performances, concerts, art exhibitions, lectures)	1	2	3	4	5	285
g) When it applies such an educational programme, so there will be no more need for the students to follow private lessons in institutions outside school	1	2	3	4	5	286
h) When its teachers are fully trained	1	2	3	4	5	287
i) When it provides a well organised system of counselling and vocational orientation for its students	1	2	3	4	5	288
- Indicate any other criteria you could think an ideal school must provide						
j) .....	1	2	3	4	5	289
.....						
62. At what level do you think your school is rated as ideal?	1	2	3	4	5	290

PART C

OPINIONS ABOUT A CLOSE COOPERATION IN EDUCATION BETWEEN CYPRUS AND E.U.

Answer the following questions, circling just one number, using the following scale:

- 1 - not at all

2 - a little

3 - enough
- 4 - very

5 - absolutely

63. How much do you agree with the main aims of the European Union:

- a) To tighten the bonds between the state-members

1 2 3 4 5
- b) To abolish the boundaries between the state-members

1 2 3 4 5
- c) To unite Europe by free movement of:

I people between the state-members

1 2 3 4 5

II services between the state-members

1 2 3 4 5

III capital between the state-members

1 2 3 4 5



64. Do you think that a proper European education:						
a) Broadens the relations between nations?	1	2	3	4	5	297
b) Eliminates conflicts?	1	2	3	4	5	298
c) Helps peace to predominate?	1	2	3	4	5	299
65. The general aim of education in Cyprus, is to develop free and democratic citizens who will be useful in the scientific, economic and cultural progress of their country and will also contribute to the cooperation between people and nations. Recently, an addition to the above aim has been officially added to say that the education of Cyprus must satisfy the needs of its European orientation. How do you agree with this addition?	1	2	3	4	5	
66. Do you think that a common curriculum between E.U. countries and those with special agreements with E.U., in the core subjects which are equivalent to all those countries will help students more:						
a) To continue their studies in any European country?	1	2	3	4	5	301
b) For their professional development?	1	2	3	4	5	302
67. Do you believe that Cyprus belongs:						
a) Politically to Europe?	1	2	3	4	5	303
b) Culturally to Europe?	1	2	3	4	5	304
c) Economically to Europe?	1	2	3	4	5	305
68. Do you think that Cypriot students would prefer to continue their studies in any country of the E.U., other than their own?	1	2	3	4	5	306
69. Do you think that Cypriot students would prefer to have a career in any country of the E.U. other than their own?	1	2	3	4	5	307
70. Note anything which you think is useful about the subject of this research, and which is not included in the questions which you have answered:						309
.....						
.....						
.....						
.....						
.....						

## Appendix 4

### The interview schedules

#### 4A Interview with Senior Education Officers

INTERVIEW NO. ....

IN WHAT WAYS (IF ANY) DOES THE EDUCATIONAL SYSTEM OF CYPRUS NEED TO CHANGE IN ORDER TO BECOME MORE INTEGRATED ACCORDING TO THE EUROPEAN DIMENSION IN EDUCATION

1. Years in this position.
2. Years in service in Education.
3. Which is your opinion about the educational system of Cyprus as it is provided nowadays through Pre-Primary and Primary Schools, Gymnasias, Lyceums of Optional Subjects, Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools? If you think that this system needs changes, please mention your suggestions.
4. Would you support the function of Secondary Agricultural Schools in Cyprus? Please justify your answer?
5. What is your view about what is in force today as regards the starting age in primary education and the duration of the various stages of basic education (Primary and Secondary) for the Cypriot children?
6. Which is your view regarding the compulsory education till the age of fifteen and the free education?
7. What is your opinion about the transfer of students from one basic level of education to another without any examinations? If there should be a form of appraisal, what should it be?
8. The subjects which are taught at Gymnasias and their teaching periods satisfy the objectives of a contemporary educational system or would you support some changes? If you support some changes, what are your suggestions?
9. Do you think that the existing sections of the Lyceums of Optional Subjects satisfy the needs of the students or would you support some changes? If you support some changes, what are your suggestions?
10. Do you agree with the subjects which are taught at the five sections of Lyceums of Optional Subjects (core, specialised, supplementary) and their teaching periods or do you support any differentiation? If you support any differentiation, what are your suggestions?

11. Do you think that the existing specialisations for Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools satisfy the needs of Cyprus in skilled manpower, or do you support any changes? If you support any changes, what are your suggestions?
12. Do you agree with the subjects which are taught at Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools (general education and specialised) and with their teaching periods, or do you support any differentiations? If you support any differentiations, which are your suggestions?
13. Please explain your point of view for the existing educational system which foresees students to choose a section for Lyceums of Optional Subjects or a specialisation for Technical and Hotel & Catering Schools, with pre-determined subjects, instead of the possibility of choosing separate subjects.
14. By which way/s do you think that the educational level of students should be evaluated when they wish to be enrolled at a higher establishment or when they intend to work after they have completed their secondary education?
15. What do you think is the ideal number of students in a classroom and in a school, so that education is applied properly?
16. How do you explain the trend of Cypriot students to follow private lessons in various subjects outside school, which are already taught at their school? Do you think that this phenomenon can be restricted? If yes, which are the measures that you suggest?
17. Officials of the Ministry of Education and Culture very often stress that the educational system of Cyprus has to be prepared for the expected admission of Cyprus to the European Union. Which is your opinion towards this view?
18. If you agree with the view that the educational system of Cyprus has to be prepared for the expected admission of Cyprus as a member of the European Union, which changes would you suggest to be carried out at the educational system of Cyprus?
19. Please mention any views you may have to add in relation to the subject of this interview.



#### **4B Interview with the Minister of Education and Culture Mrs Claire Angelidou**

**IN WHAT WAYS (IF ANY) DOES THE EDUCATIONAL SYSTEM OF CYPRUS NEED TO CHANGE IN ORDER TO BECOME MORE INTEGRATED ACCORDING TO THE EUROPEAN DIMENSION IN EDUCATION**

1. Mrs Angelidou, you are a person with rich social and spiritual life. You were an educator, a member of the Parliament, a well known poetess and now you are the Minister of Education and Culture. What does it mean for you to be in charge of the Ministry of Education and Culture of the Republic of Cyprus?
2. You have served in various Secondary Schools of Cyprus as a humanities teacher, as an assistant headteacher and as a headteacher. How many years have you served the education of Cyprus?
3. What are your views on the educational system of Cyprus as it is organised now through Pre-Primary and Primary Schools, Gymnasias, Lyceums of Optional Subjects and Technical - Vocational - Hotel & Catering Schools? Please support your answer.
4. Would you support the function of Secondary Agricultural Schools in Cyprus? Please justify your answer.
5. What is your opinion about what is in force today as regards the starting age in primary education and the duration of the various stages of basic education (Primary and Secondary) for the Cypriot students?
6. Which is your position about the compulsory education till the age of fifteen and free education?
7. Do you agree with the policy applied nowadays regarding the transfer of students from one basic level of education to another without examinations? If not what sort of criteria/assessment methods should be used?
8. The subjects which are taught at Gymnasias and the teaching periods allotted to them, satisfy the objectives of a contemporary educational system or would you support some changes? If you support changes, which are your suggestions?
9. Please explain your views regarding the existing educational system which foresees students to choose a section for Lyceums or a specialisation for Technical - Vocational - Hotel & Catering Schools, with pre-determined subjects as opposed to the possibility of students choosing separate subjects.
10. With which manner or manners do you think that the educational level of students should be evaluated when they wish to be enrolled at a higher establishment or when they intend to work after having completed their secondary education?

11. How do you explain the trend of Cypriot students to follow private lessons in various subjects outside school, which are already taught at their school? Do you think that this phenomenon can be restricted? If yes, which are the measures that you suggest?
12. You very often stress that the educational system of Cyprus has to be prepared for the "Challenge of Europe", as Cyprus wishes to be a full member of the European Union. How do you explain the meaning "European Challenge" and what does it mean for the educational system of Cyprus?
13. If you believe that the general objectives of education of Cyprus are served by the admission of Cyprus as a full member of the European Union, which measures must be taken in your opinion so that the educational system of Cyprus can be suitably adapted to the principles of the European Union?
14. Please mention anything you need to add in relation to the subject of this interview.

#### **4C Interview with the Head of Delegation of the E.U. Commission to Cyprus Mr Gilles Anouil**

**IN WHAT WAY (IF ANY) DOES THE EDUCATIONAL SYSTEM OF CYPRUS NEED TO CHANGE IN ORDER TO BECOME MORE INTEGRATED ACCORDING TO THE EUROPEAN DINESION IN EDUCATION**

1. Since when have you been representing E.U. in Cyprus?
2. Can you evaluate the educational standards in Cyprus compared to those of other European countries?
3. Do you think that the E.U. targets for constructive cooperation and more strengthening of the bonds between various countries are achieved through the development of a common policy in various subjects of the social and economical life? Please explain your views.
4. Please give your opinion on the measures applied today in education in the E.U., according to its aims and policy.
5. Do you think that the general aims of E.U. would have been more effective through a broader cooperation in all educational grades between the various European countries? What is your point of view?
6. Recently, very often, officials of the Ministry of Education and Culture stress that education in Cyprus has to prepare for the "Challenge of Europe", as Cyprus wishes to be a full member of the European Union. What is your interpretation to the term "Challenge of Europe" and which measures must be taken in your opinion so that the educational system of Cyprus can be suitably adapted to the principles of the European Union?
7. Please mention anything you need to add in relation to the subject of this interview.



Appendix 5

**Table 8**  
**The Size of Sample With an Error Possibility of 2% on 99 out of 100**

(From Papanastasiou, K. (1990, p. 62) Methodology of Educational Research. Nicosia: Pedagogical Institute of Cyprus)

POPULATION	SAMPLE	%
200	110	55.0
500	190	38.0
1,000	260	26.0
2,000	320	16.0
5,000	380	7.6
10,000	420	4.2
20,000	440	2.2
50,000	450	0.9

Appendix 6

**Table 9**  
**Random Numbers**  
(From Papanastasiou, K. (1990, p. 59) Methodology of Educational Research. Nicosia: Pedagogical Institute of Cyprus)

03 47 43 73 86	36 96 47 36 61	46 98 63 71 62	33 26 16 80 45	60 11 14 10 95
97 74 24 67 62	42 81 14 57 20	42 53 32 37 32	27 07 36 07 51	24 51 79 89 73
16 76 62 27 66	56 50 26 71 07	32 90 79 78 53	13 55 38 58 59	88 97 54 14 10
12 56 85 99 26	96 96 68 27 31	05 03 72 93 15	57 12 10 14 21	88 26 49 81 76
55 59 56 35 64	38 54 82 46 22	31 62 43 09 90	06 18 44 32 53	23 83 01 30 30
16 22 77 94 39	49 54 43 54 82	17 37 93 23 78	87 35 20 96 43	84 26 34 91 64
84 42 17 53 31	57 24 55 06 88	77 04 74 47 67	21 76 33 50 25	83 92 12 06 76
63 01 63 78 59	16 95 55 67 19	98 10 50 71 75	12 86 73 58 07	44 39 52 38 79
33 21 12 34 29	78 64 56 07 82	52 42 07 44 38	15 51 00 13 42	99 66 02 79 54
57 60 86 32 44	09 47 27 96 54	49 17 46 09 62	90 52 84 77 27	08 02 73 43 28
18 18 07 92 46	44 17 16 58 09	79 83 86 19 62	06 76 50 03 10	55 23 64 05 05
26 62 38 97 75	84 16 07 44 99	83 11 46 32 24	20 14 85 88 45	10 93 72 88 71
23 42 40 64 74	82 97 77 77 81	07 45 32 14 08	32 98 94 07 72	93 85 79 10 75
52 36 28 19 95	50 92 26 11 97	00 56 76 31 38	80 22 02 53 53	86 60 42 04 53
37 85 94 35 12	83 39 50 08 30	42 34 07 96 88	54 42 06 87 98	35 85 29 48 39
70 29 17 12 13	40 33 20 38 26	13 89 51 03 74	17 76 37 13 04	07 74 21 19 30
56 62 18 37 35	96 83 50 87 75	97 12 25 93 47	70 33 24 03 54	97 77 46 44 80
99 49 57 22 77	88 42 95 45 72	16 64 36 16 00	04 43 18 66 79	94 77 24 21 90
16 08 15 04 72	33 27 14 34 09	45 59 34 68 49	12 72 07 34 45	99 27 72 95 14
31 16 93 32 43	50 27 89 87 19	20 15 37 00 49	52 85 66 60 44	38 68 88 11 80
68 34 30 13 70	55 74 30 77 40	44 22 78 84 26	04 33 46 09 52	68 07 97 06 57
74 57 25 65 76	59 29 97 68 60	71 91 38 67 54	13 58 18 24 76	15 54 55 95 52
27 42 37 86 53	48 55 90 65 72	96 57 69 36 10	96 46 92 42 45	97 60 49 04 91
00 39 68 29 61	66 37 32 20 30	77 84 57 03 29	10 45 65 04 26	11 04 96 67 24
29 94 98 94 24	68 49 69 10 82	53 75 91 93 30	34 25 20 57 27	40 48 73 51 92
16 90 82 66 59	83 62 64 11 12	67 19 00 71 74	60 47 21 29 68	02 02 37 03 31
11 27 94 75 06	06 09 19 74 66	02 94 37 34 02	76 70 90 30 86	38 45 94 30 38
35 24 10 16 20	33 32 51 26 38	79 78 45 04 91	16 92 53 56 16	02 75 50 95 98
38 23 16 86 88	42 38 97 01 50	87 75 66 81 41	40 01 74 91 62	48 51 84 08 32
31 96 25 91 47	96 44 33 49 13	34 86 82 53 91	00 52 43 48 85	27 55 26 89 62
66 67 40 67 14	64 05 71 95 86	11 05 65 09 68	76 83 20 37 90	57 16 00 11 66
14 90 84 45 11	75 73 88 05 90	52 27 41 14 86	22 98 12 22 08	07 52 74 95 80
68 05 51 18 00	33 96 02 75 19	07 60 62 93 55	59 33 82 43 90	49 37 38 44 59
20 46 78 73 90	97 51 40 14 02	04 02 33 31 08	39 54 16 49 36	47 95 93 13 30
64 19 58 97 79	15 06 15 93 20	01 90 10 75 06	40 78 78 89 62	02 67 74 17 33
05 26 93 70 60	22 35 85 15 13	92 03 51 59 77	59 56 78 06 83	52 91 05 70 74
07 97 10 88 23	09 98 42 99 64	61 71 62 99 15	06 51 29 16 93	58 05 77 09 51
68 71 86 85 85	54 87 66 47 54	73 32 08 11 12	44 95 92 63 16	29 56 24 29 48
26 99 61 65 53	58 37 78 80 70	42 10 50 67 42	32 17 55 85 74	94 44 67 16 94
14 65 52 68 75	87 59 36 22 41	26 78 63 06 55	13 08 27 01 50	15 29 39 39 43
17 53 77 58 71	71 41 61 50 72	12 41 94 96 26	44 95 27 36 99	02 96 74 30 83
90 26 59 21 19	23 52 23 33 12	96 93 02 18 39	07 02 18 36 07	25 99 32 70 23
41 23 52 55 99	31 04 49 69 96	10 47 48 45 88	13 41 43 89 20	97 17 14 49 17
60 20 50 81 69	31 99 73 68 68	35 81 33 03 76	24 30 12 48 60	18 99 10 72 34
91 25 38 05 90	94 58 28 41 36	45 37 59 03 09	90 35 57 29 12	82 62 54 65 60
34 50 57 74 37	98 80 33 00 91	09 77 93 19 82	74 94 80 04 04	45 07 31 66 49
85 22 04 39 43	73 81 53 94 79	33 62 46 86 28	08 31 54 46 31	53 94 13 38 47
09 79 13 77 48	73 82 97 22 21	05 03 27 24 83	72 89 44 05 60	35 80 39 94 88
88 75 80 18 14	22 95 75 42 49	39 32 82 22 49	02 48 07 70 37	16 04 61 67 87
90 96 23 70 00	39 00 03 06 90	55 85 78 38 36	94 37 30 69 32	90 89 00 76 33



Appendix 7

PRESENTATION OF FINDINGS FROM THE QUESTIONNAIRE

Questions 1 - 17 have been answered by all 621 educators who responded in completing the questionnaires.

PART A  
GENERAL INFORMATION

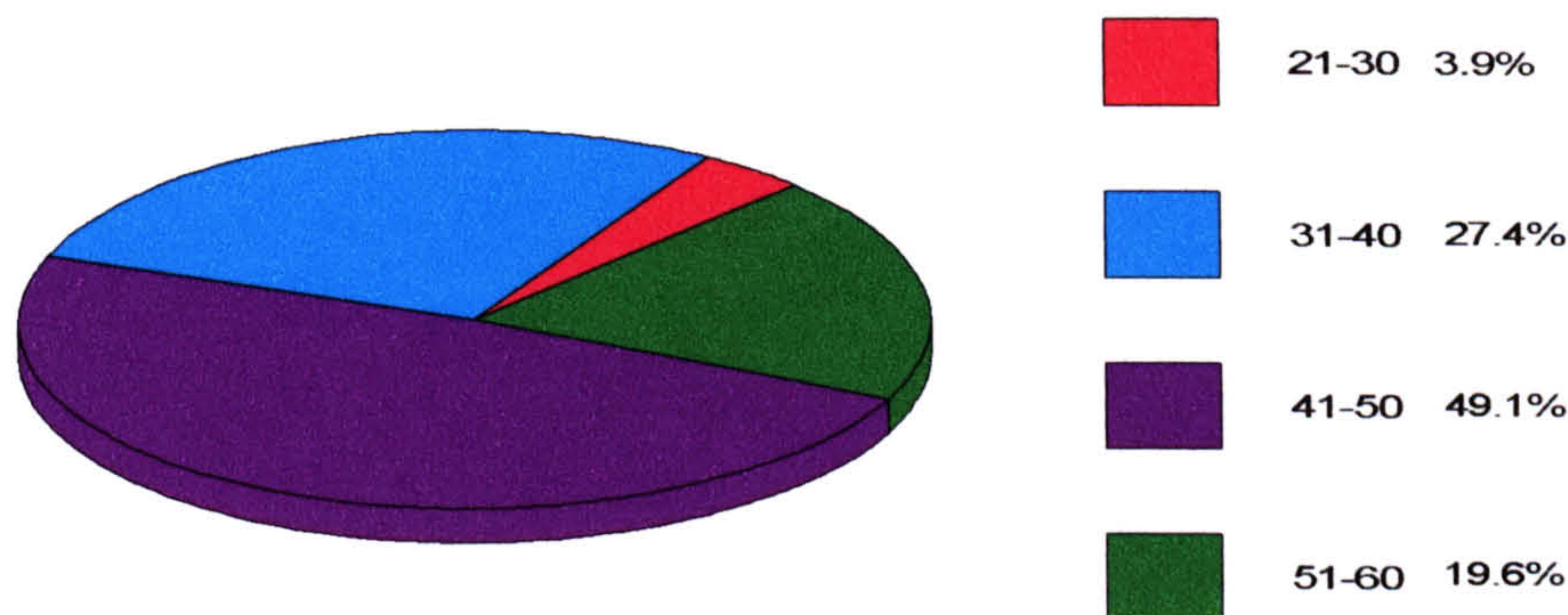
Question 1

The age of educators who answered the questionnaire is shown in Table 10 and Diagram 2.

Table 10  
Age of Respondents

AGE	N	%
21 - 30	24	3.9
31 - 40	170	27.4
41 - 50	305	49.1
51 - 60	122	19.6
TOTAL	621	100.0

Diagram 2  
Percentages Referring to the Age of the Respondents





**Question 2**

The number of male and female educators who responded to the research was determined. Table 11 shows the number of educators who answered the questionnaire according to their sex.

**Table 11**  
**Gender Distribution of Sample**

SEX	N	%
Male	378	60.9
Female	243	39.1
TOTAL	621	100.0

**Question 3**

The marital status of educators who answered the questionnaire is shown in Table 12.

**Table 12**  
**Marital Status of the Respondents**

MARITAL STATUS	N	%
Single	50	8.1
Married	571	91.9
TOTAL	621	100.0

**Question 4**

The number of children that educators who answered the questionnaire have, is shown in Table 13.

**Table 13**  
**Number of Children of the Respondents**

NUMBER OF CHILDREN	N	%
0	60	9.7
1	83	13.4
2	324	52.2
3	125	20.1
4	20	3.5
5	2	0.3
6	4	0.6
7	1	0.2
TOTAL	621	100.0

**Question 5**

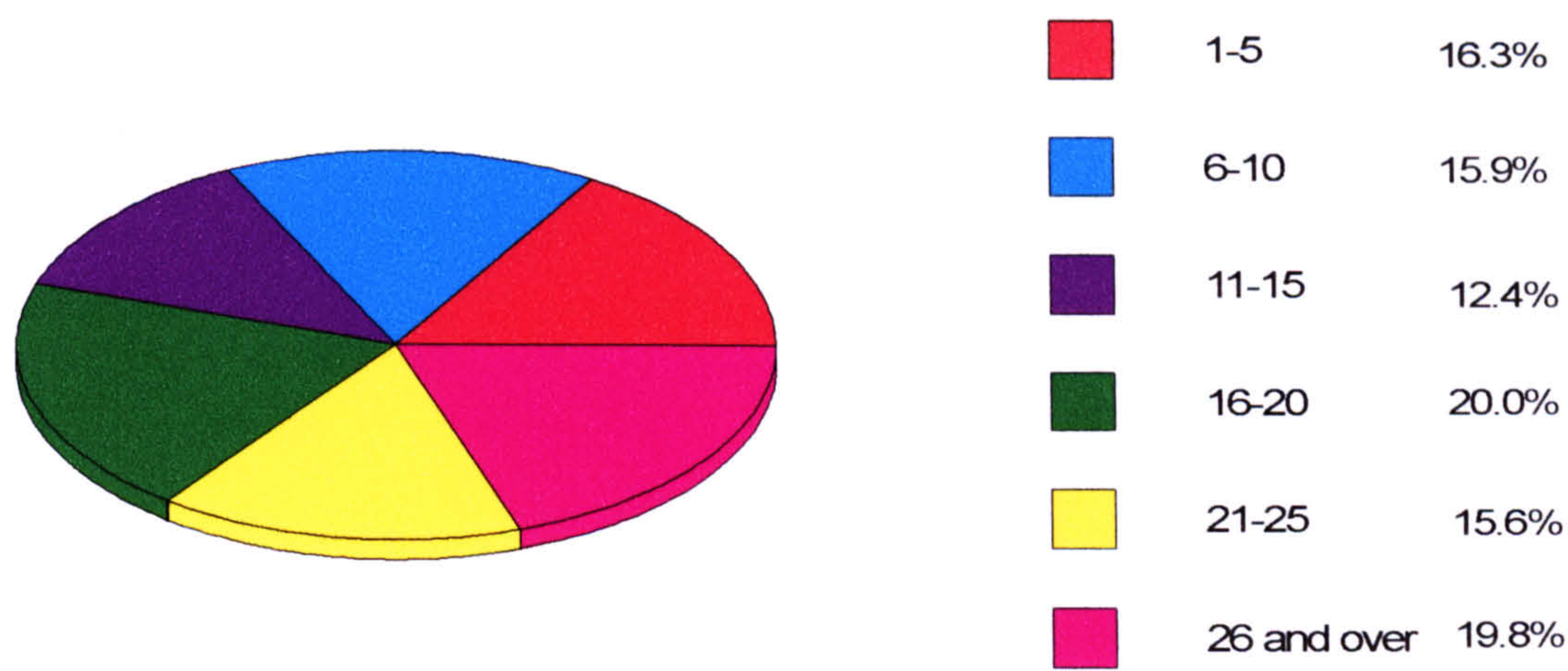
The years in service in Education of educators who answered the questionnaire have are shown in Table 14 and Diagram 3.

**Table 14**  
**Years in Service in Education of the Respondents**

YEARS IN SERVICE	N	%
1 - 5	101	16.3
6 - 10	99	15.9
11 - 15	77	12.4
16 - 20	124	20.0
21 - 25	97	15.6
26 and over	123	19.8
TOTAL	621	100.0



**Diagram 3**  
**Percentages Referring to the Years in Service in Education of the Respondents**



**Question 6**

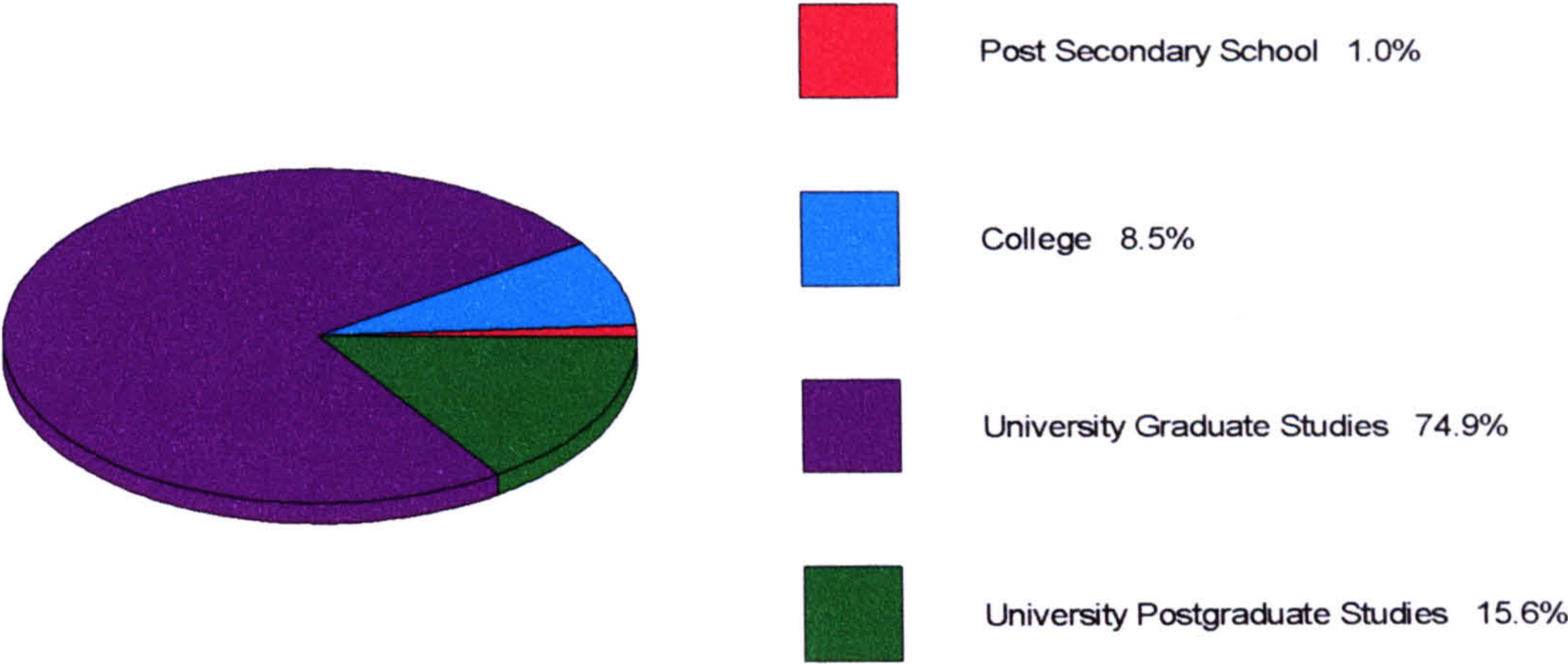
The qualifications of educators who answered the questionnaire is shown in Table 15 and Diagram 3.

**Table 15**  
**Qualifications of the Respondents**

QUALIFICATIONS	N	%
Post Secondary School	6	1.0
College	53	8.5
University - Graduate Studies	465	74.9
University - Post Graduate Studies	97	15.6
TOTAL	621	100.0



**Diagram 4**  
**Percentages Referring to the Qualifications of the Respondents**



**Question 7**

The number of educators who responded to the research according to their position was determined. Table 16 shows the number of educators who answered the questionnaire according to their position.

**Table 16**  
**Position of the Respondents**

POSITION	N	%
Headteacher	37	6.0
Assistant Headteacher	68	10.9
Teacher	516	83.1
TOTAL	621	100.0

**Question 8**

The number of educators who should respond to the research according to the type of school they are employed was determined. Table 17 shows the number of educators who answered the questionnaire as per the type of school they are employed.



**Table 17**  
**Type of school Respondents are Employed at**

TYPE OF SCHOOL	N	%
Gymnasium	274	44.1
Lyceum	156	25.1
Technical & Vocational School	147	23.7
Hotel & Catering School	44	7.1
TOTAL	621	100.0

**PART B**  
**OPINIONS ABOUT THE EDUCATIONAL SYSTEM OF CYPRUS AND SUGGESTIONS ABOUT CHANGES**

**Question 9**

The scale by which educators agree with the educational system of Cyprus as it is provided now: (a) through Pre-Primary and Primary Schools, (b) through Primary Schools and Gymnasias, (c) through Gymnasias and Lyceums of Optional Subjects, (d) through Gymnasias and Technical/Vocational/Hotel & Catering Schools, is shown in Table 18.

**Table 18**  
**Scale with which Educators Agree with the Provided Stages of Cypriot Education**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
9a	22	105	212	159	123	3.412	1.091
9b	10	45	162	198	206	3.878	1.007
9c	30	118	293	137	43	3.072	0.936
9d	38	26	278	135	44	3.034	0.974

**Question 10**

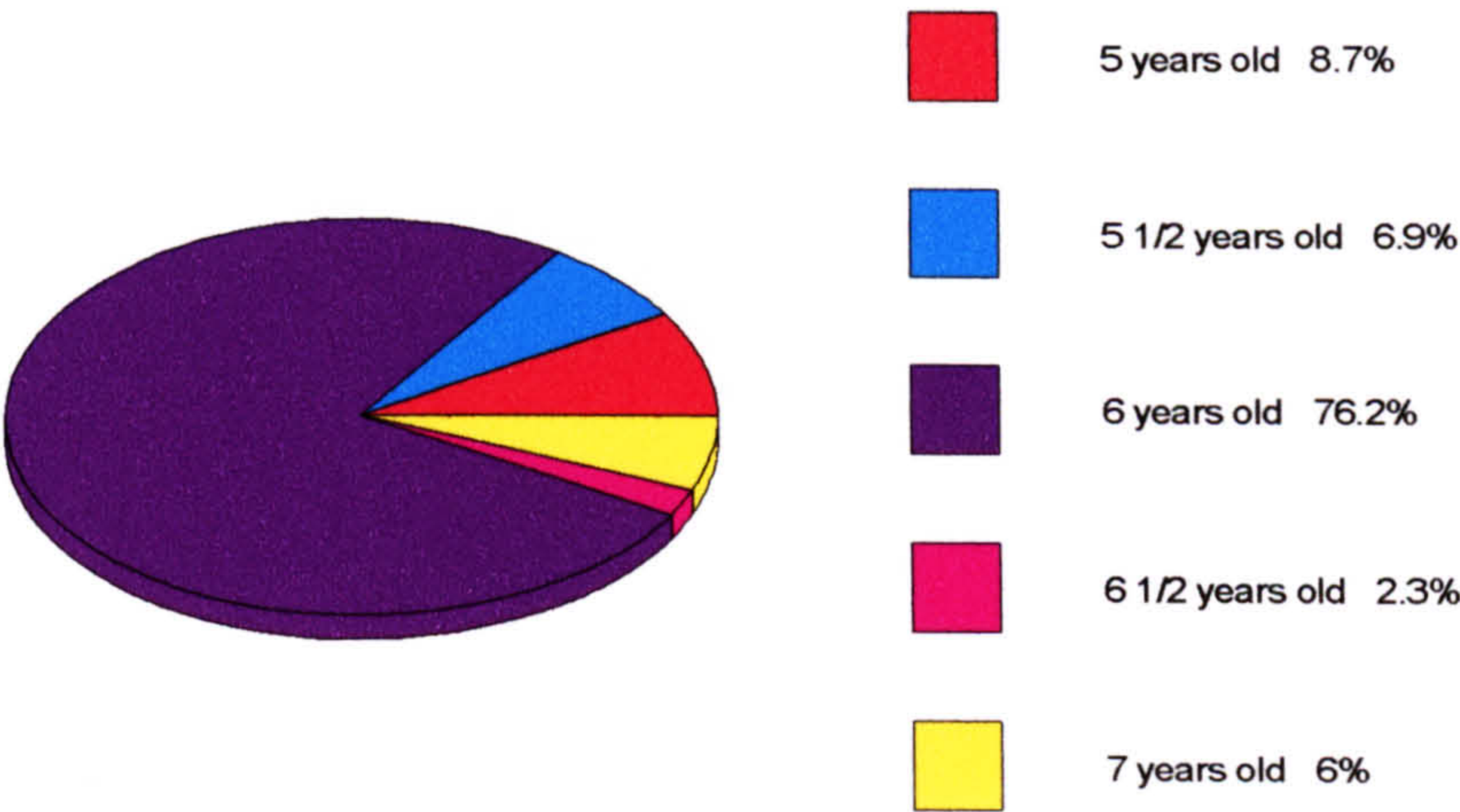
The views of educators as to the age of starting the primary education are shown in Table 19 and Diagram 5.



**Table 19**  
**Age that Children should Begin their Primary Education**

AGE	N	%
5	54	8.7
5,5	43	6.9
6	473	76.2
6,5	14	2.3
7	37	6.0
TOTAL	621	100.0

**Diagram 5**  
**Percentages Referring to the Age that Children should Start their Primary Education**



**Question 11**

The views of the educators for the duration of every stage of basic education are shown in Table 20A (primary education), Table 20B (gymnasia), Table 20C (lyceums), Table 20D (technical schools), Table 20E (vocational schools), Table 20F (hotel & catering schools).



**Table 20A**  
**Preferred Duration for Primary Education by Educators**

YEARS	N	%
3	-	-
4	7	1.1
5	45	7.3
6	528	85.0
7	39	6.3
8	2	0.3
TOTAL	621	100.0

**Table 20B**  
**Preferred Duration for Gymnasia by Educators**

YEARS	N	%
0	-	-
1	-	-
2	15	2.4
3	265	42.7
4	332	53.5
5	7	1.1
6	2	0.3
TOTAL	621	100.0

**Table 20C**  
**Preferred Duration for Lyceums by Educators**

YEARS	N	%
0	-	-
1	-	-
2	120	19.3
3	436	70.2
4	64	10.3
5	1	0.2
6	-	-
TOTAL	621	100.0

**Table 20D**  
**Preferred Duration for Technical Schools -Technical Direction by Educators**

YEARS	N	%
0	3	0.5
1	2	0.3
2	68	11.0
3	448	72.1
4	84	13.5
5	8	1.3
6	8	1.3
TOTAL	621	100.0

**Table 20E**  
**Preferred Duration or Technical Schools – Vocational Direction by Educators**

YEARS	N	%
0	4	0.7
1	2	0.3
2	169	27.2
3	331	53.3
4	102	16.4
5	7	1.1
6	6	1.0
TOTAL	621	100.0

**Table 20F**  
**Preferred Duration for Hotel & Catering Schools by Educators**

YEARS	N	%
0	4	0.6
1	7	1.1
2	209	33.7
3	316	50.9
4	77	12.4
5	5	0.8
6	3	0.5
TOTAL	621	100.0

**Question 12**

The opinions about the compulsory education until the age of fifteen is shown in Table 21.

**Table 21**  
**Compulsory Education until the Age of Fifteen According to Educators' Views**

OPINIONS	N	%
YES	432	69.6
NO	189	30.4
TOTAL	621	100.0

**Question 13**

The suggestions of the educators who disagree with the compulsory education until the age of fifteen, are shown in Table 22.

**Table 22**  
**Suggestions of Educators who do not Agree with the Compulsory Education until the Age of Fifteen**

SUGGESTIONS	N	%*
a) Education not to be compulsory	9	1.4
b) Compulsory education until the age of 10	4	0.6
c) Compulsory education until the age of 12	74	11.0
d) Compulsory education until the age of 14	58	9.3
e) Compulsory education until the age of 16	27	4.3
f) Compulsory education until the age of 18	18	2.9

\* The percentage referred to all educators who answered the questionnaire (621).

**Question 14**

The opinions about the free basic education in Cyprus (six years for both primary and secondary) are shown in Table 23.



**Table 23**  
**Preference for Free Basic Education Expressed by Educators**

OPINIONS	N	%
YES	400	64.4
NO	219	35.3
NO RESPONSE	2	0.3
TOTAL	621	100.0

**Question 15**

The suggestions of the educators who disagree with the free basic education in Cyprus are shown in Table 24A (for primary education) and Table 24B (for secondary education).

**Table 24A**  
**Suggestions for Primary Education of Educators who Disagree with the Free Basic Education in Cyprus**

SUGGESTIONS	N	%*
a) Not to be free	17	2,7
b) Free education for the first years	13	2.1
c) Free education for the last years	3	0.5
d) Free education for all the years	162	26.1
e)** Free education only for students who face severe financial problems	24	3.9

\* The percentages referred to all educators who answered the questionnaire (621).  
\*\* Open question (educators suggested free education only for students who face severe financial problems).

**Table 24B**  
**Suggestions for Secondary Education of Educators who Disagree with the Free Basic Education in Cyprus**

SUGGESTIONS	N	%*
a) Not to be free	102	16.4
b) Free education for all the years for the Gymnasia	79	12.7
c) Free education for all the years for the Lyceums of optional subjects	5	0.8
d) Free education for all the years for the Technical Schools	11	1.8
e) Free education for all the years for the Vocational Schools	17	2.7
f) Free education for all the years for the Hotel & Catering Schools	16	2.6
g)** Free education only for students who face severe financial problems	24	3.9

\* The percentages referred to all educators who answered the questionnaire (621).  
\*\* Open question.

**Question 16**

The scale by which educators agree with the transfer from one basic level of education to another without any examination: (a) from Primary Education to Gymnasia, (b) from Gymnasia to Lyceums of Optional subjects, (c) from Gymnasia to Technical Schools, (d) from Gymnasia to Vocational Schools, (e) from Gymnasia to Hotel & Catering Schools is shown in Table 25.

**Table 25**  
**Scale with which Educators Agree with the Transfer from one Basic Level of Education to Another without any Examination**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
16a	173	63	70	99	215	3.194	1.653
16b	353	91	58	52	66	2.011	1.400
16c	247	96	113	86	78	2.439	1.442
16d	160	86	124	114	136	2.968	1.495
16e	173	94	153	95	105	2.782	1.433

**Question 17**

The scale by which educators agree with the foundation of Agriculture Schools after the completion of general gymnasium education is shown in Table 26.

**Table 26**  
**Scale with which Educators Agree with the Foundation of Agricultural Schools after the Completion of General Gymnasium Education**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
17	10	45	171	209	185	3.829	0.991

**EDUCATION AT GYMNASIA**

Questions 18 and 19 have been answered by 274 educators who are employed in Gymnasias and responded to the completion of the questionnaires.

**Question 18**

The scale of differentiating the time of lessons taught in gymnasias suggested by the educators who are employed in Gymnasias is shown in Table 27.

**Table 27**  
**Differentiation of the Time of Lessons Taught in Gymnasias**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Religious Education	2	46	210	15	2.872	0.487
Ancient Literature	2	51	191	29	2.905	0.561
Modern Greek	-	8	123	142	3.491	0.556
History	-	13	161	99	3.315	0.559
Ethics	4	3	80	186	3.641	0.584
Vocational Orientation	6	1	65	201	3.689	0.596
Mathematics	-	3	153	117	3.418	0.516
Physics	-	20	212	41	3.077	0.467
Chemistry	2	18	188	65	3.158	0.556
Botany - Zoology	2	81	166	24	2.777	0.604
Anthropology	2	16	201	54	3.125	0.521
Biology	3	21	182	67	3.147	0.588
Geography	1	10	138	124	3.410	0.582
English	-	17	174	82	3.238	0.554
French	10	17	164	82	3.165	0.696



Table 27 (continued)

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Physical Education	1	158	109	5	2.432	0.539
Music	3	142	116	12	2.502	0.601
Art	7	140	117	9	2.486	0.606
Home Economics, Design & Technology	38	171	60	4	2.110	0.638
First Aid	146	10	81	34	2.011	1.159

Question 19

The new lessons educators who teach in Gymnasias suggested to be introduced and taught in these schools are shown in Table 28.

Table 28  
Introduction and Teaching of New Subjects in Gymnasias According to Educators' Views

NEW SUBJECTS	N	%
Computers	130	47.4
Hygiene	93	33.9
Economics	44	17.5
Ancient Greek	48	16.1

EDUCATION AT LYCEUMS OF OPTIONAL SUBJECTS

Questions 20 - 26 have been answered by 156 educators who teach in Lyceums and they responded to the completion of the questionnaires.

Question 20

The opinions of educators teaching in Lyceums as to whether the existing sections for LEM (Humanitarian, Physical/Mathematical, Economical, Commercial/Clerical and Foreign Languages Studies), satisfy or not the needs of Cypriot students are shown in Table 29.

**Table 29**  
**Educators’ Opinion whether the Existing Sections for LEM Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
YES	51	32.7
NO	104	66.7
NO RESPONSE	1	0.6
TOTAL	156	100.0

**Question 21**

The suggestions of educators of LEM who believe that the existing sections for LEM do not satisfy the needs of Cypriot students are shown in Table 30.

**Table 30**  
**Suggestions of Educators who Believe that the Existing Sections for LEM do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a A real choice of subjects should be offered and not a choice of a section of predetermined subjects	74	47.4
b A choice of lessons should be offered, making it possible to be educated in a bigger number of specialisations	28	17.9

\* The percentages referred to educators who teach in LEM (156)

**Questions 22**

The scale of differentiating the teaching time which educators who teach in LEM suggested for the core (compulsory) subjects, is shown in Table 31.

**Table 31**  
**Differentiation of the Time of Core (Compulsory) Subjects Taught at LEM**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Ethics	10	5	102	38	3.084	0.729
History	5	11	109	30	3.058	0.627
History of Cyprus	1	4	83	67	3.394	0.575
Ancient Greek						
Sections 1 and 2	71	32	36	16	1.981	1.054
Section 3	74	36	31	14	1.903	1.018
Section 4	83	32	35	5	1.755	0.914
Section 5	82	33	33	7	1.774	0.937
Ancient Greek in Translation						
Sections 1, 2, 3 & 5	5	12	103	35	3.084	0.654
Section 4	10	16	102	26	2.948	0.745
Mathematics						
Sections 1, 4 & 5	-	22	113	19	2.994	0.541
Sections 2 & 3	-	14	104	36	3.155	0.571
Physics and Chemistry	85	22	45	3	1.781	0.935
Physiology	59	6	76	14	2.290	1.075
English						
Sections 1 & 5	-	13	113	29	3.103	0.512
Section 2	-	20	109	26	3.039	0.545
Section 3	-	19	110	26	3.045	0.539
Section 4	-	20	108	27	3.045	0.551
French						
Sections 1 & 2	17	27	93	18	2.723	0.810
Section 3	16	28	92	19	2.735	0.806
Section 4	17	27	94	17	2.716	0.804
Section 5	10	18	85	42	3.026	0.805
Economics						
Sections 1, 2 & 5 only	12	9	99	35	3.013	0.773
Introduction to						
Computers	2	9	57	87	3.477	0.668
Music						
Sections 1, 3 & 4	93	13	42	7	1.761	1.001
Sections 2 & 5	93	10	41	11	1.806	1.057
Physical Education						
Sections 1 & 2	85	15	50	5	1.893	0.990
Sections 3, 4 & 5	85	16	49	5	1.832	0.986
Art						
Sections 1, 3 & 4	90	15	45	5	1.774	0.977
Sections 2 & 5	92	14	44	5	1.755	0.976



Question 23

The new core (compulsory) subjects that educators who teach at LEM suggested that should be introduced and taught at LEM are shown in Table 32.

**Table 32**  
**Introduction and Teaching of New Core (Compulsory) Subjects at LEM**

NEW SUBJECTS	N	%
Counseling & Professional Orientation	67	42.9
Hygiene	99	63.5
Psychology	64	41.0
Environmental Education	98	62.8

Question 24

The scale of the differentiation of teaching time that educators teaching at LEM have suggested for teaching specialized (selected) subjects of the various sections of LEM, is shown in Table 33A.

The new specialized (selected) subjects which, in an open question the educators teaching at LEM have suggested that they wish to be introduced and taught at the various sections of LEM, are shown in Table 33B.

**Table 33A**  
**Differentiation of the Teaching Time of the Specialised (Selected) Subjects which are Taught at LEM**

SECTIONS	SUBJECTS	N 1	N 2	N 3	$\bar{x}$	s
1 Humanitarian Studies	Ancient Greek	13	75	67	2.348	0.630
	Latin	17	118	20	2.019	0.490
	History	9	100	46	2.239	0.548
	Philosophy	22	114	19	1.981	0.516
	English or French or German	48	85	21	1.825	0.648
2 Physical & Mathematical Studies	Mathematics	8	113	34	2.168	0.494
	Physics	4	50	101	2.626	0.536
	Chemistry	5	47	102	2.630	0.548

Table 33A (continued)

SECTIONS	SUBJECTS	N 1	N 2	N 3	$\bar{x}$	s
3 Economical Studies	Mathematics	29	107	19	1.935	0.555
	Accounting	6	83	66	2.387	0.563
	Commerce	5	113	37	2.206	0.479
	Economics	6	79	70	2.413	0.567
	English	31	87	37	2.039	0.663
4 Commercial Studies	Accounting	6	103	45	2.265	0.535
	Office Practice	2	57	94	2.619	0.538
	Commerce	7	110	38	2.200	0.502
	Economics	10	89	56	2.297	0.583
	Mathematics for Economics	4	127	24	2.129	0.406
	Typewriting English	12 27	104 89	39 39	2.174 2.077	0.548 0.650
5 Foreign Languages	English	3	99	52	2.329	0.524
	French	8	93	54	2.297	0.560
	German	9	100	46	2.239	0.548
	Social Studies	9	117	29	2.129	0.480
	Typewriting or Latin	19	110	26	2.045	0.539

Table 33B  
Introduction and Teaching of new Specialised (Selected) Subjects at LEM

SECTIONS	NEW SUBJECTS	N	%
1 Humanitarian Studies	Sociology	21	13.5
2 Physical & Mathematical Studies	Biology	30	19.2
3 Economical Studies	Mathematics of Economics	51	32.7
4 Commercial Studies	Computers	26	16.7
5 Foreign Languages	Italian	35	22.4

Question 25

The scale of differentiation of teaching time that educators teaching at LEM have suggested for teaching supplementary subjects of sections 1, 2, 3, and 5 of LEM is shown in Table 34.

**Table 34**  
**Differentiation of the Teaching Time of Supplementary Subjects Taught at LEM**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Practical Technology Lessons	68	16	56	15	2.116	1.087
Typewriting	23	24	95	13	2.632	0.838
Dress-making	86	14	43	12	1.877	1.065
Child Care	76	14	52	13	2.013	1.081
Geography	41	19	71	24	2.503	1.047
Biology	32	18	82	23	2.619	0.975
Music	28	18	97	12	2.600	0.872
Art	26	18	94	17	2.658	0.886
Computers	7	14	81	53	3.161	0.769
Latin (only for students of section 5)	90	12	44	8	1.805	1.023

Question 26

The new supplementary subjects that educators who teach at LEM suggested that should be introduced and taught at LEM, are shown in Table 35.

**Table 35**  
**Introduction and Teaching of new Supplementary Subjects at LEM**

NEW SUBJECTS	N	%
Physical Education	38	24.4
Anthropology	32	20.5



**EDUCATION AT TECHNICAL AND VOCATIONAL SCHOOLS**

Questions 27 - 36 have been answered by 147 educators who teach at Technical Schools (Technical and Vocational Direction) and who responded to the completion of the questionnaires.

**Question 27**

The opinions of educators who teach at Technical Schools of whether the existing specialisations for Technical Direction (Machinists-Fitters, Automobile Mechanics, Electrical Installations, Electronic-Technicians, Electronic-Computers, Construction Works, Graphic Arts, Ceramics-Pottery, Dress-makers), satisfy or not the needs of Cypriot students are shown in Table 36.

**Table 36**  
**Educators' Opinions whether the Existing Specialisations for Technical Schools – Technical Direction Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
Yes	119	81.0
No	28	19.0
TOTAL	147	100.0

**Question 28**

The suggestions of educators of Technical Schools who believe that the existing specialisations for Technical Direction do not satisfy the needs of Cypriot students are shown in Table 37.

**Table 37**  
**Educators' Suggestions who Believe that the Existing Specialisations for Technical Schools - Technical Direction do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a More specialisations should be offered for Technical Direction, according to the needs of the Cypriot economy	28	19.0

\* The percentages refer to educators who teach at Technical Schools (147).

Question 29

The scale of differentiation of the teaching time for the general education subjects of Technical Direction that educators who teach at Technical Schools suggested, is shown in Table 38.

**Table 38**  
**Differentiation of the Teaching Time of General Education Subjects Taught at Technical Schools - Technical Direction**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Religious Education	28	20	93	6	2.524	0.847
Modern Greek	-	8	108	31	3.156	0.492
English	-	11	104	32	3.143	0.523
History	27	18	87	15	2.612	0.902
Physical Education	35	22	84	6	2.415	0.898
Mathematics	-	12	88	47	3.238	0.589
Physics and Chemistry	-	26	89	32	3.041	0.629
Introduction to Computers	1	1	17	127	3.857	0.438

Question 30

The scale of differentiation of the teaching time for the technological and workshop subjects of technical direction that educators who teach at Technical Schools, suggested, is shown in Table 39.

**Table 39**  
**Differentiation of the Teaching Time of the Technological and Workshop Subjects Taught at Technical Schools - Technical Direction**

YEARS AND PERIODS PER WEEK	N 1	N 2	N 3	$\bar{x}$	s
1st year      13 periods	10	85	52	2,286	0.585
2nd year      15 periods	6	75	65	2,415	0.583
3rd year      14 periods	7	51	88	2,565	0.598

**Question 31**

The new general education or technological and workshop subjects that educators who teach at Technical Schools suggested that should be introduced and taught at the Technical Direction, are shown in Table 40.

**Table 40**  
**Introduction and Teaching new General Education and Technological or Workshop Subjects at Technical Schools - Technical Direction**

NEW SUBJECTS	N	%
Environmental Education	25	16.9
Costing of Material	30	20.3

**Question 32**

The opinion of educators who teach at the Technical Schools as to whether the existing specialisations for Vocational Direction (Machinists - Fitters, Automobile Mechanics, Agriculture Machine Mechanics, Sheet-Metal-Welders, Plumbers Welders, Casting Works, Electrical Installations, Domestic Appliances, Builders, Carpenters, Draftsmen, Goldsmiths-Silversmiths, Dress-Makers, Shoe-Makers), satisfy or not the needs of Cypriot students are shown in Table 41.

**Table 41**  
**Educators' Opinion whether the Existing Specialisations for Technical Schools – Vocational Direction Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
Yes	121	82.3
No	25	17.0
No response	1	0.7
TOTAL	147	100.0

**Question 33**

The suggestions of educators of Technical Schools who believe that the existing specialisations for Vocational Direction do not satisfy the needs of Cypriot students are shown in Table 42.



**Table 42**  
**Educators' Suggestions who Believe that the Existing Specialisations for Technical Schools - Vocational Direction do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a More specialisations for Vocational Direction should be offered, according to the needs of the Cypriot economy	25	17.0

\* The percentages refer to educators who teach at Technical Schools (147).

**Question 34**

The scale of differentiation of the teaching time that educators who teach at Technical Schools suggested for general education subjects of Vocational Direction, is shown in Table 43.

**Table 43**  
**Differentiation of the Teaching Time of General Education Subjects Taught at Technical Schools - Vocational Direction**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Religious Education	63	16	62	6	2.075	1.007
Modern Greek	-	21	104	22	3.007	0.543
English	1	17	105	24	3.034	0.554
History	62	15	65	5	2.088	0.999
Physical Education	72	13	58	4	1.959	0.999
Mathematics	1	9	105	32	3.143	0.536
Physics and Chemistry	1	40	90	16	2.823	0.616
Introduction to Computers	2	1	34	110	3.714	0.549

**Question 35**

The scale of differentiation of the teaching time that educators who teach at Technical Schools suggested to teach technological and workshop subjects of Vocational Direction, is shown in Table 44.

**Table 44**  
**Differentiation of the Teaching Time of the Technological and Workshop Subjects Taught at Technical Schools - Vocational Direction**

YEARS AND PERIODS	PER WEEK	N 1	N 2	N 3	$\bar{x}$	s
1st year	20 periods	10	85	52	2.286	0.585
2nd year	21 periods	3	60	82	2.565	0.562
3rd year						
a (technological & workshop subjects 11 periods)		1	41	101	2.735	0.515
b (practice outside school in industry 14 periods)		6	37	98	2.707	0.611

**Question 36**

The new general education or technological and workshop subjects that educators who teach at Technical Schools suggest that should be introduced and taught at the Vocational Direction, are shown in Table 45.

**Table 45**  
**Introduction and Teaching new General Education and Technological or Workshop Subjects at Technical Schools - Vocational Direction**

NEW SUBJECTS	N	%
Costing of Material	14	9.5
Metal Technology	29	19.6

**EDUCATION AT HOTEL AND CATERING SCHOOLS**

Questions 37 - 44 have been answered by 44 educators who teach at Hotel & Catering Schools and who responded to the completion of the questionnaires.

**Question 37**

The opinions of educators who teach at Hotel & Catering Schools on whether the existing specialisations (waiters and cooks), satisfy or not the needs of Cypriot students are shown in Table 46.

**Table 46**  
**Educators’ Opinion whether the Existing Specialisations for Hotel & Catering Schools Satisfy or not the Needs of Cypriot Students**

OPINIONS	N	%
Yes	16	36.4
No	27	61.4
No response	1	2.2
TOTAL	44	100.0

**Question 38**

The suggestions of educators of Hotel & Catering Schools who believe that the existing specialisations for Hotel & Catering Schools do not satisfy the needs of Cypriot students are shown in Table 47.

**Table 47**  
**Educators’ Suggestions who Believe that the Existing Specialisations for Hotel & Catering Schools do not Satisfy the Needs of Cypriot Students**

SUGGESTIONS	N	%*
a) There is a need to create specialization for Hotel Management	16	36.4
b) There is a need to create specialization for Receptionists	15	34.1
c) There is a need to create specialization for Housekeepers	12	27.3

\* The percentages refer to educators who teach at Hotel & Catering Schools (44)

**Question 39**

The scale of differentiation of the teaching time that educators who teach at Hotel & Catering Schools suggest for general education subjects for the two specialisations (waiters and cooks), is shown in Table 48.



**Table 48**  
**Differentiation of the Teaching Time for General Education Subjects Taught at the Hotel & Catering Schools for both Specialisations of Waiters and Cooks**

SUBJECTS	N 1	N 2	N 3	N 4	$\bar{x}$	s
Religious Education	15	2	25	1	2.279	0.984
Modern Greek	-	6	28	9	3.070	0.593
Mathematics	1	6	28	8	3.000	0.655
English	-	1	32	10	3.209	0.466
History	2	5	31	5	2.907	0.648
French						
Specialization of Waiters	-	1	31	11	3.233	0.480
Specialization of Cooks	1	16	19	7	2.744	0.759
German						
Only for the specialization of Waiters	-	2	32	9	3.163	0.485
Physical Education	15	7	16	5	2.256	1.071
Computers	5	2	26	10	2.953	0.872

**Question 40**

The new general education subjects that educators who teach at Hotel & Catering Schools suggest that should be introduced and taught for both specialisations, Waiters and Cooks, are shown in Table 49.

**Table 49**  
**Introduction and Teaching of new General Education Subjects for both Specialisations, Waiters and Cooks, at Hotel & Catering Schools**

NEW SUBJECTS	N	%
Psychology	18	41.9

**Question 41**

The scale of differentiation of the teaching time that educators who teach at Hotel & Catering Schools suggest for the teaching of specialized subjects for Waiters is shown in Table 50.

**Table 50**  
**Differentiation of the Teaching Time of Specialised Subjects Taught at the Hotel & Catering Schools - Specialisation of Waiters**

SUBJECTS	N 1	N 2	N 3	$\bar{x}$	s
Tourism Geography	-	19	24	2.558	0.502
Costing	-	25	18	2.419	0.499
Wineology	-	16	27	2.628	0.489
Dietary and Catering	1	20	22	2.488	0.551
Hygiene	2	15	26	2.558	0.590
Technical Installations	7	33	2	1.930	0.552
Technique and Practice for Waiters	-	25	17	2.442	0.548
Bar	-	13	29	2.721	0.504
Technique and Practice for Cooking	16	15	11	1.930	0.856
Practice Outside School	2	29	11	2.256	0.581

**Question 42**

The new specialised subjects that educators who teach at Hotel & Catering Schools suggest that should be introduced and taught for the specialisation of Waiters, are shown in Table 51.

**Table 51**  
**Introduction and Teaching of new Specialised Subjects for the Specialisation of Waiters, at Hotel & Catering Schools**

NEW SUBJECTS	N	%
Good Manners	9	20.9

**Question 43**

The scale of differentiation of the teaching time that educators who teach at Hotel & Catering Schools suggest for the teaching of specialised subjects of Cooks is shown in Table 52.

**Table 52**  
**Differentiation of the Teaching Time of Specialised Subjects which are Taught at the Hotel & Catering Schools - Specialisation of Cooks**

SUBJECTS	N 1	N 2	N 3	$\bar{x}$	s
Tourism Geography	2	33	8	2.140	0.467
Ingredients	-	13	30	2.698	0.465
Costing	-	14	29	2.674	0.474
Wineology	1	25	17	2.372	0.536
Dietary and Catering	1	16	26	2.581	0.545
Hygiene	-	16	27	2.628	0.489
Technical Installations	3	19	21	2.419	0.626
Technique and Practice for Waiters	16	19	8	1.814	0.732
Technique and Practice for Cooking	-	20	23	2.535	0.505
Practice Outside School	1	29	13	2.279	0.504

**Question 44**

The new specialised subjects that educators who teach at Hotel & Catering Schools suggest that should be introduced and taught for the specialisation of Cooks, are shown in Table 53.

**Table 53**  
**Introduction and Teaching new Specialised Subjects for the Specialisation of Cooks, at Hotel & Catering Schools**

NEW SUBJECTS	N	%
Pastry	11	25.6

Questions 45 - 70 have been answered by all 621 educators who responded in completing the questionnaires.

**Question 45**

The scale by which educators think that it would be better for students to continue their studies by choosing, except from a small number of core (compulsory) subjects, separate subjects which are closer to their interests rather than choosing a combination of subjects, according to the current educational system, is shown in Table 54.



**Table 54**  
**Scale with which Educators think that it would be Better for Students to Continue their Studies by Choosing Separate Subjects which are Closer to their Interests**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
45	24	25	79	188	305	4.167	1.049

**Question 46**

The scale by which educators think that it would be better for the students’ future career to choose, except from a small number of core (compulsory) subjects, separate subjects which are closer to their interests rather than choosing a combination of subjects, according to the current educational system, is shown in Table 55.

**Table 55**  
**Scale with which Educators Think that it would be Better for the Students’ Future Career to Choose Separate Subjects which are Closer to their Interests**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
46	24	22	85	182	308	4,172	1.046

**Question 47**

The opinions about the priority of Cypriot students after they complete their secondary education are shown in Table 56.

**Table 56**  
**Educators’ Opinion about the Priority of Cypriot Students after they Complete their Secondary Education**

OPINIONS	N	%
a) To follow higher education	520	83.7
b) To work	101	16.3
TOTAL	621	100.0

Question 48

The opinions about the best way for students to be enrolled at a higher establishment after finishing their secondary education are shown in Table 57.

**Table 57**  
**Educators’ Opinion about the Best Way for Students to be Enrolled at a Higher Establishment after Finishing their Secondary Education**

OPINIONS	N	%
a) By special examinations	228	36.7
b) By taking into consideration the grades of the leaving certificate	52	8.4
c) Combination of a and b	272	43.8
d)* Introduction of an education certificate, similar to GCE which will be obtained after passing special examinations	68	10.9
No response	1	0.2
TOTAL	621	100.0

\* Open question

Question 49

The opinions about the best way for students to be employed after finishing their secondary education are shown in table 58.

**Table 58**  
**Educators’ Opinion about the Best Way for Students to be Employed after Finishing their Secondary Education**

OPINIONS	N	%
a) By special examinations	149	24.0
b) By taking into consideration the grades of the leaving certificate	36	5.8
c) By interview	49	7.9
d) Combination of a, b and c	319	51.3
e)* Combination of special examinations and interview	68	11.0
TOTAL	621	100.0

\* Open question

Question 50

The degree of how sufficient the time dedicated by students for studying their school lessons is, is shown in Table 59.

**Table 59**  
**Educators' Views as to How Sufficient the Time Dedicated by Students for Studying their School Lessons is**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
50	132	261	168	53	7	2,262	0.927

Question 51

The reasons which affect negatively the time dedicated by students for studying and in what degree are shown in Table 60. The reasons mentioned are: (a) The subjects taught are too many, (b) The material programmed to be covered for each subject is too much, (c) The homework they have to prepare for every subject is too much, (d) The various private lessons they attend outside school eliminate the time set aside to study for school, (e) Their interests are different than those covered by their school's subjects, so they are indifferent and do not spend enough time to study, (f) They are obliged for financial reasons to work, thus the time spent for studying is not enough, (g) \* Lot of time is absorbed for their leisure.

**Table 60**  
**Reasons which Affect Negatively the Time Dedicated by Students for Studying**

REASONS	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	47	90	176	185	122	3,395	1,175
b	21	67	147	227	158	3.700	1.068
c	58	135	245	127	55	2.971	1.074
d	7	24	77	189	323	4.285	0.960
e	18	110	197	195	100	3.402	1.046
f	231	284	66	24	15	1.884	0.916
g*	2	4	19	44	31	3.980	0.921

\* Open question.

Question 52

The degree by how much students are satisfied by their school's contribution towards



continuing their studies is shown in Table 61.

**Table 61**  
**How much Students are Satisfied by their School's Contribution towards Continuing their Studies**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
52	19	115	329	151	7	3.019	0.772

**Question 53**

The reasons why students are not absolutely satisfied by their school's contribution towards continuing their studies and in what degree, are shown in Table 62. The reasons mentioned are: (a) There is no possibility for students to choose the subjects which interest them, (b) The content of the subjects taught is not adequate to the level required by the higher educational institutions, (c) It is due to the insufficient performance of teachers, (d) The way the teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students), (e) There is a limited number of sections to be chosen from, (f) There is a large number of students in the class, (g) The students are not of the same level in the same class (mixed ability classes), (h) \* Students do not try enough.

**Table 62**  
**Reasons why students are not Absolutely Satisfied by their School's contribution towards Continuing their Studies**

REASONS	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	23	127	161	167	142	3.448	1.158
b	56	194	177	158	35	2.874	1.068
c	203	231	137	41	8	2.065	0.962
d	119	183	226	68	24	2.508	1.043
e	44	174	195	123	84	3.047	1.142
f	10	39	89	176	306	4.176	1.002
g	4	12	54	168	382	4.471	0.786
h*	-	4	43	25	17	3.618	0.846

\* Open question.

Question 54

The degree by how much students are satisfied by their school's contribution towards their career aspirations is shown in Table 63.

**Table 63**  
**Educators' Views as to How much Students are Satisfied by their School's Contribution towards their Career Aspirations**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
54	45	152	301	114	9	2.823	0.864

Question 55

The reasons why students are not absolutely satisfied by their school's contribution towards their career aspirations and in what degree, are shown in Table 64. The reasons mentioned are: (a) There is no possibility for students to choose the subjects which interest them, (b) The content of the subjects taught is not adequate compared to the level demanded by the world of work, (c) It is due to the insufficient performance of teachers, (d) The way the teachers present the subjects remains the traditional one (just lecturing) and it is not the modern one (discussion and creative work by the students), (e) There is a limited number of sections to be chosen from, (f) There is a large number of students in the class, (g) The students are not of the same level in the same class (mixed ability classes), (h)\* A number of lessons taught do not relate to their studies section.

**Table 64**  
**Educators' Views as to how much Students are Satisfied by their School's Contribution towards their Career Aspirations**

REASONS	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	19	128	184	167	122	3,395	1,110
b	19	158	201	180	62	3.174	1.019
c	196	231	150	38	5	2.073	0.934
d	116	195	217	72	20	2.492	1.025
e	38	172	197	118	95	3.097	1.148
f	19	36	88	166	311	4.152	1.063
g	6	15	63	172	364	4.408	0.841
h*	1	7	34	17	5	3.281	0.826

\* Open question



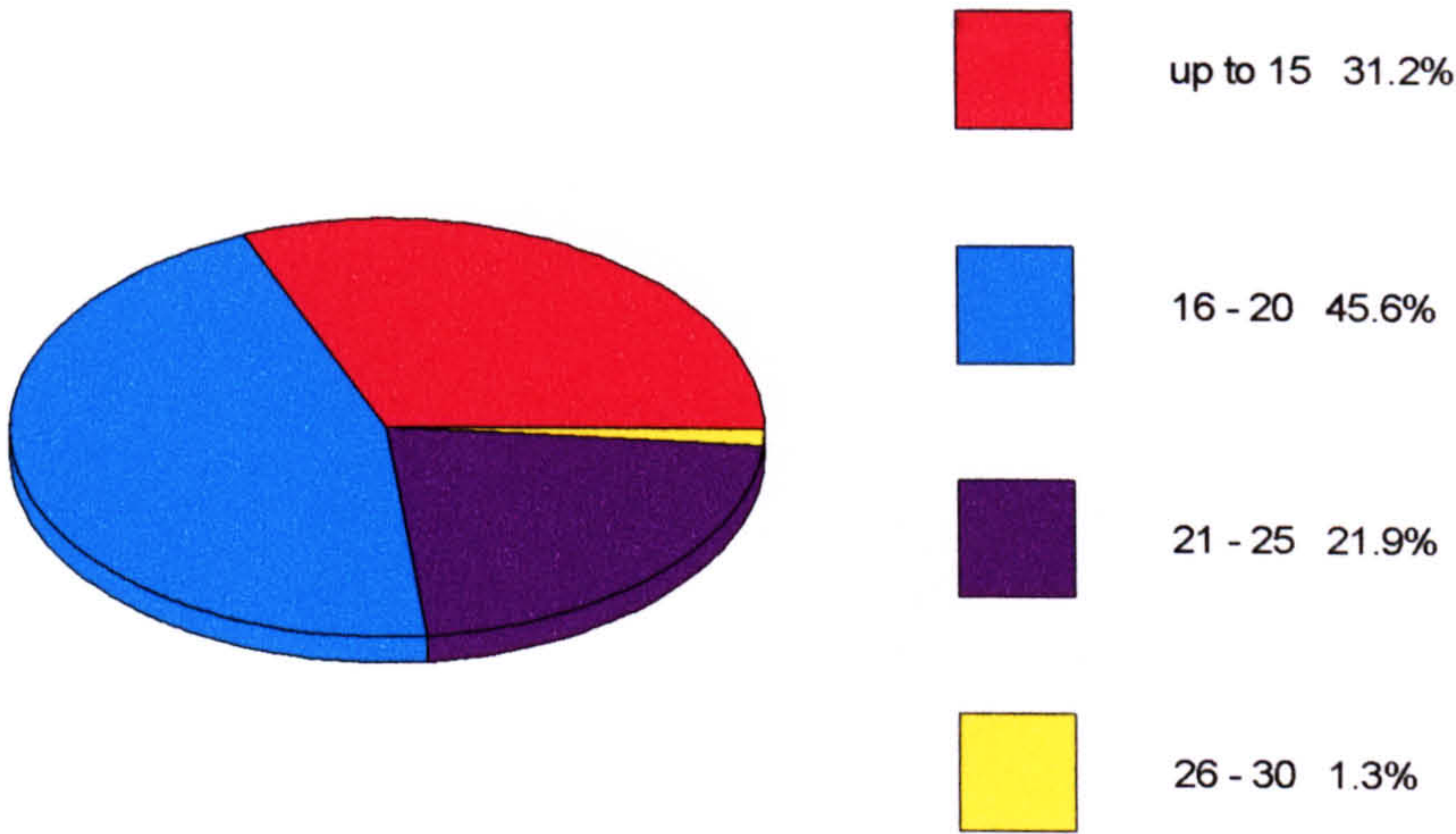
**Question 56**

The opinions about the ideal number of students in a class are shown in Table 65 and Diagram 6.

**Table 65**  
**Educators’ Views on the Ideal Number of Students in a Class**

NUMBER OF STUDENTS	N	%
up to 15	194	31.2
16 - 20	283	45.6
21 - 25	136	21.9
26 - 30	8	1.3
31 - 35	-	-
36 - 40	-	-
TOTAL	621	100.0

**Diagram 6**  
**Percentages Referring to the Ideal Number of Students in a Class**





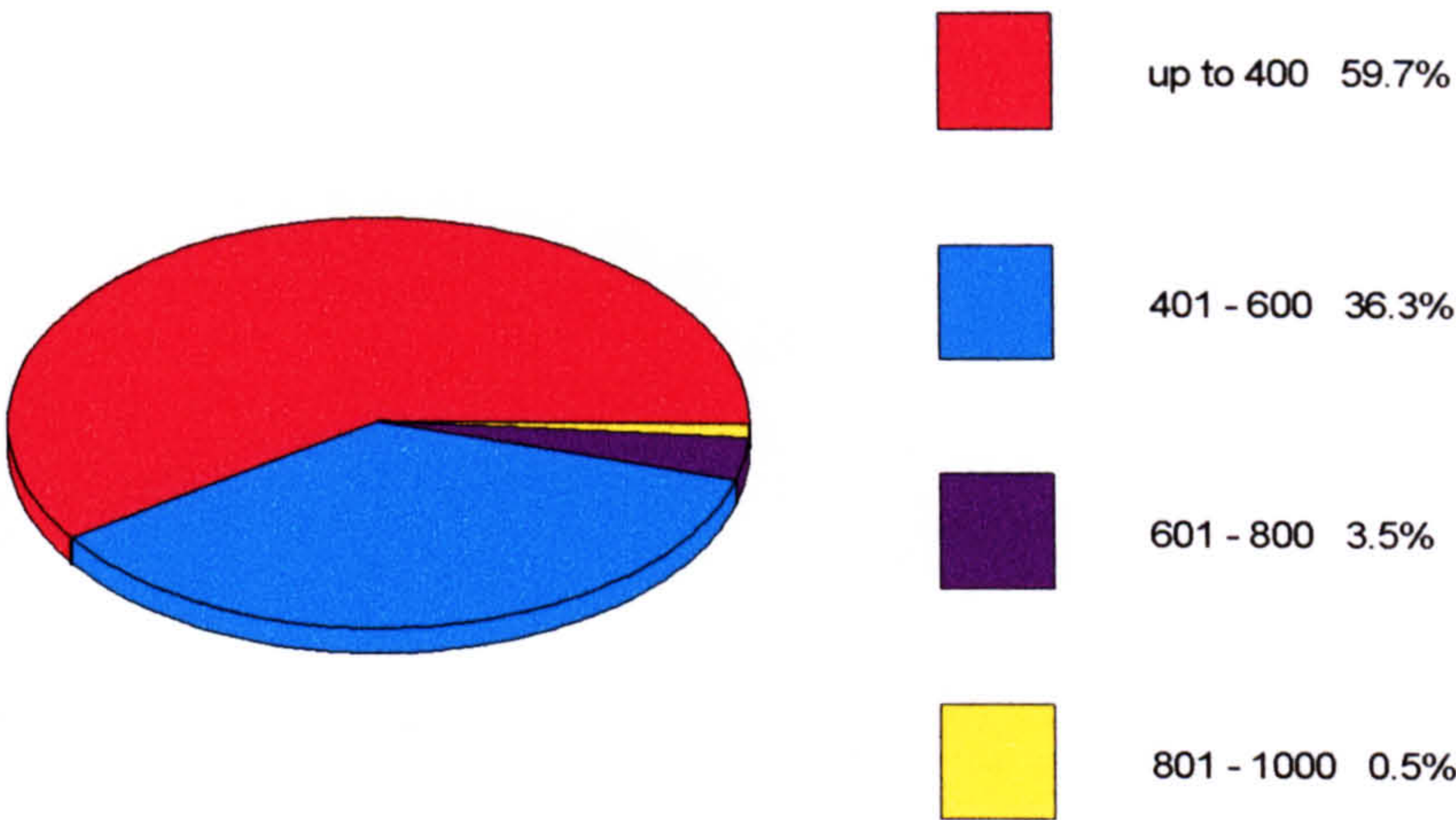
Question 57

The opinions about the ideal number of students for the effective function of a school are shown in Table 66 and Diagram 7.

**Table 66**  
**Educators’ Views on the Ideal Number of Students for an Efficient Function of a School**

NUMBER OF STUDENTS	N	%
up to 400	371	59.7
401 - 600	225	36.3
601 - 800	22	3.5
801 - 1000	3	0.5
1001 - 1200	-	-
1201 - 1400	-	-
TOTAL	621	100.0

**Diagram 7**  
**Percentages Referring to the Ideal Number of Students for an Efficient Function of a School.**



Question 58

The reasons why students follow subjects at private lessons outside school and in what degree are shown in Table 67. The reasons mentioned are: (a) For a better performance, (b) To be able to continue their studies, (c) To acquire certificates from various



educational bodies, (d) To acquire certificates from various professional bodies, (e) To help students find a job, (f) \* It is a habit in Cyprus, (g) \* The imitation, leads lot of students to follow private lessons, (h)\* Competitiveness among students for a better performance in their studies.

**Table 67**  
**Reasons why Students Follow Subjects at Private Lessons outside School**

REASONS	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	25	86	163	218	129	3,548	1,088
b	10	16	56	215	324	4.332	0.867
c	23	108	170	178	142	3.496	1.131
d	37	182	176	144	82	3.084	1.134
e	62	190	150	136	82	2.977	1.207
f*	6	2	10	10	9	3.378	1.361
g*	8	1	7	7	14	3.486	1.557
h*	5	1	3	13	111	4.684	0.874

\* Open question.

**Question 59**

The opinions regarding whether it would have been better for Cypriot students to acquire their knowledge at school instead of outside school at private lessons are shown in Table 68.

**Table 68**  
**Educators’ Opinions Regarding whether it would be Better for Cypriot Students to Acquire their Knowledge at School instead of Outside School at Private Lessons**

OPINIONS	N	%
Yes	602	96,9
No	19	3.1
TOTAL	621	100.0

**Question 60**

The opinions regarding the acceptance or not of the statement that students should spend more time at school, when they will not have to follow private lessons outside school, are shown in Table 69.

**Table 69**  
**Opinions regarding the Acceptance or not of the Statement that Students should Spend more Time at School, when they do not have to Follow Private Lessons outside School**

OPINIONS	N	%
Yes	440	70.9
No	163	26.2
No response	18	2.9
TOTAL	621	1000

**Question 61**

The opinions regarding the criteria thought as important in order that a school may be characterized as ideal, and in which degree, are shown in Table 70. The criteria mentioned are: (a) When its rules are applied very strictly, (b) When it operates in a nice and comfortable environment, (c) When it has spacious classrooms, fully equipped and with an air-conditioning system, (d) when it has laboratories with the latest technology (i.e. computers, TV video, OHP), (e) When it provides facilities for athletics, (f) When it promotes arts, culture, and in general the socialisation of its students through its programmes, by organising various cultural activities (i.e. theatre performances, concerts, art exhibitions, lectures), (g) When it applies such an educational programme, so there will be no more need for the students to follow private lessons in institutions outside school, (h) When its teachers are fully trained, (I) When it provides a well organised system of counseling and vocational orientation for its students (j)\* Good administration.

**Table 70**  
**Criteria regarded as Important in order that a School may be Characterized as Ideal**

CRITERIA	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	9	24	103	188	297	4.192	0.945
b	-	6	36	141	438	4.628	0.639
c	1	2	30	137	451	4.667	0.598
d	2	6	39	114	460	4.649	0.671
e	6	44	113	142	316	4.156	1.019
f	1	17	92	157	353	4.361	0.844
g	3	4	29	147	438	4.631	0.651
h	-	1	23	142	455	4.692	0.545
i	1	4	64	164	388	4.504	0.718
j*	1	-	3	4	120	4.928	0.425

\* Open question.

**Question 62**

The opinions of the educators as to how ideal the school is they serve, are shown in Table 71.



**Table 71**  
**How Ideal Educators Consider the School they Serve**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
62	23	167	295	124	11	2.892	0.823

**PART C**

**OPINIONS ABOUT A CLOSE COOPERATION IN EDUCATION BETWEEN CYPRUS AND E.U.**

**Question 63**

The degree of acceptance of the main aims of E.U. which are: (a) To tighten the bonds between the state-members, (b) To abolish the boundaries between the state-members, (c) To unite Europe by free movement of I) people between the state-members, II) services between the state-members) III) capital between the state-members, is shown in Table 72.

**Table 72**  
**Educators' Views on the Degree of Acceptance of the Main Aims of E.U.**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
a	5	8	94	180	334	4.337	0.837
b	33	43	128	173	244	3.889	1.159
c I	18	32	130	167	274	4.042	1.057
II	8	32	140	185	256	4.045	0.979
III	13	48	165	160	235	3.895	1.064

**Question 64**

The opinions of educators regarding the contribution of a European education to the creation of a positive international behaviour which are (a) broadens the relations between nations, (b) Gets rid of conflicts, (c) Helps peace to predominate, are shown in Table 73.

**Table 73**  
**Educators' Views on the Degree of Contribution of a European Education to the Creation of a Positive International Behaviour**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
64a	2	6	80	216	317	4.353	0.764
64b	10	22	84	249	256	4.158	0.900
64c	6	26	79	228	282	4.214	0.889

Question 65

The opinions of educators for the addition to the general aim of the Cypriot education of the statement that Cypriot education must satisfy the needs of its European orientation, are shown in Table 74.

**Table 74**  
**Educators' Opinion Regarding the Addition to the General Aim of the Cypriot Education of the Statement that Cypriot Education must Satisfy the Needs of its European Orientation**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
65	2	14	107	204	294	4.246	0.840

Question 66

The opinions of educators regarding the contribution of a common European curriculum in core subjects (a) for students to continue their studies in any European country and (b) for their professional development, are shown in Table 75.

**Table 75**  
**Educators' Opinions about the Contribution of a Common European Curriculum in Core Subjects for Studies as well as for Professional Development of Students**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
66a	2	16	92	219	292	4.261	0.827
66b	3	23	108	234	253	4.145	0.868

Question 67

The opinions of educators regarding the degree Cyprus belongs (a) politically, (b) culturally and (c) economically to Europe, are shown in Table 76.

**Table 76**  
**Educators' Opinions Regarding the Degree Cyprus Belongs (a) Politically, (b) Culturally and (c) Economically to Europe**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
67a	8	27	78	166	342	4.300	0.937
67b	10	24	75	196	316	4.262	0.928
67c	7	33	124	189	268	4.092	0.969

Question 68

The opinions of educators whether Cypriot students would prefer to continue their studies in any country of the E.U., are shown in Table 77.

**Table 77**  
**Educators' Opinions about the Preferences of Cypriot Students to Continue their Studies in any Country of the E.U.**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
68	13	56	195	217	139	3,666	0.989

Question 69

The opinions of educators whether Cypriot students would prefer to have a career in any country of the E.U., are shown in Table 78.

**Table 78**  
**Educators' Opinions about the Preferences of Cypriot Students to have a Career in any Country of the E.U.**

QUESTION	N 1	N 2	N 3	N 4	N 5	$\bar{x}$	s
69	55	236	192	89	44	2,726	1.047

Question 70

Notes about the subject of the research are shown in table 79\*.

**Table 79**  
**Notes about the Subject of this Research**

NOTES	N	%
a Educators should be aware and promote the educational philosophy of E.U.	19	3.1
b As regards education, various researches should be carried out in order to cover different educational subjects	56	9.0
c E.U. has to contribute significantly in the education of every country. That is why there should exist close cooperation between the european countries in the field of education	19	3.1

\* Open question.



**Table 80A**  
**Test for Significance of Differences between the Views of Educators according to their Age by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
9a	Between groups	3	5.9755	5.1169*
	Within groups	617	1.1678	
	Total	620		
	<hr/> 41 – 50: $\bar{x} = 3.2918$ , 51 – 60: $\bar{x} = 3.7213$			
9b	Between groups	3	4.2193	4.2259*
	Within groups	617	0.9984	
	Total	620		
	<hr/> 31 – 40: $\bar{x} = 3.8000$ , 41 – 50: $\bar{x} = 3.8000$ , 51 – 60 $\bar{x} = 3.8000$			
9c	Between groups	3	2.729	3.1446*
	Within groups	617	0.8680	
	Total	620		
	<hr/> 41 – 50: $\bar{x} = 2.9672$ , 51 – 60: $\bar{x} = 3.2623$			
9d	Between groups	3	1.4017	1.4807
	Within groups	617	0.9467	
	Total	620		
10	Between groups	3	0.3978	0.5936
	Within groups	617	0.6700	
	Total	620		
11a	Between groups	3	0.4376	2.2830
	Within groups	617	0.1917	
	Total	620		
11b	Between groups	3	0.0461	0.1355
	Within groups	617	0.3403	
	Total	620		
11c	Between groups	3	0.5572	1.8928
	Within groups	617	0.2944	
	Total	620		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
11d	Between groups	3	0.7232	1.5611
	Within groups	617	0.4633	
	Total	620		
11e	Between groups	3	0.5689	0.8975
	Within groups	617	0.6339	
	Total	620		
11f	Between groups	3	0.5985	1.0142
	Within groups	617	0.5901	
	Total	620		
13	Between groups	3	0.8180	0.5934
	Within groups	186	1.3785	
	Total	189		
16a	Between groups	3	22.0766	8.3711*
	Within groups	616	2.6372	
	Total	619		
	<hr/> 31 – 40: $\bar{x} = 2.8294$ , 41 – 50: $\bar{x} = 3.1414$ , 51 – 60 $\bar{x} = 3.7705$			
16b	Between groups	3	1.7408	0.8879
	Within groups	616	1.9605	
	Total	619		
16c	Between groups	3	4.5492	2.2013
	Within groups	616	2.0666	
	Total	619		
16d	Between groups	3	7.9383	3.5968*
	Within groups	616	2.2070	
	Total	619		
	<hr/> 31 – 40: $\bar{x} = 2.7059$ , 51 – 60: $\bar{x} = 3.2705$			
16e	Between groups	3	7.5458	3.7217*
	Within groups	616	2.0275	
	Total	619		
	<hr/> 31 – 40: $\bar{x} = 2.5118$ , 51 – 60: $\bar{x} = 3.0574$			
17	Between groups	3	0.1065	0.1080
	Within groups	616	0.9863	
	Total	619		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
45	Between groups	3	3.6912	3.3916
	Within groups	617	1.0883	
	Total	620		
46	Between groups	3	4.0963	3.7933*
	Within groups	617	1.0799	
	Total	620		
<hr/> 31 – 40: $\bar{x} = 4.0000$ , 51 – 60: $\bar{x} = 4.3525$				
50	Between groups	3	3.3715	3.9844
	Within groups	617	0.8462	
	Total	620		
51a	Between groups	3	3.1816	2.3203
	Within groups	616	1.3712	
	Total	619		
51b	Between groups	3	1.2275	1.0763
	Within groups	616	1.1405	
	Total	619		
51c	Between groups	3	3.2280	2.8245
	Within groups	616	1.1429	
	Total	619		
51d	Between groups	3	0.3904	0.4741
	Within groups	616	0.8235	
	Total	619		
51e	Between groups	3	1.0271	0.9388
	Within groups	616	1.0940	
	Total	619		
51f	Between groups	3	1.8694	2.2403
	Within groups	616	0.8345	
	Total	619		
51g**	Between groups	3	0.9892	1.1725
	Within groups	96	0.8437	
	Total	99		



Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
52	Between groups	3	0.6765	1.1351
	Within groups	617	0.5960	
	Total	620		
53a	Between groups	3	4.2294	3.1902*
	Within groups	616	1.3257	
	Total	619		
<hr/>				
31 – 40: $\bar{x}$ = 3.2294, 41 – 50: $\bar{x}$ = 3.5428				
53b	Between groups	3	0.1919	0.1676
	Within groups	616	1.1455	
	Total	619		
53c	Between groups	3	7.0292	7.8395*
	Within groups	616	0.8966	
	Total	619		
<hr/>				
31 – 40: $\bar{x}$ = 1.8412, 41 – 50: $\bar{x}$ = 2.0493, 51 – 60 $\bar{x}$ = 2.3689				
53d	Between groups	3	6.7526	6.3729*
	Within groups	616	1.0596	
	Total	619		
<hr/>				
21 – 30: $\bar{x}$ = 3.2083, 31 – 40: $\bar{x}$ = 2.3235, 41 – 50 $\bar{x}$ = 2.4967				
53e	Between groups	3	0.8627	0.6601
	Within groups	616	1.3069	
	Total	619		
53f	Between groups	3	3.0314	3.0475*
	Within groups	616	0.9947	
	Total	619		
<hr/>				
31 – 40: $\bar{x}$ = 4.3412, 51 – 60: $\bar{x}$ = 3.9918				
53g	Between groups	3	0.2885	0.4656
	Within groups	616	0.6195	
	Total	619		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
53h**	Between groups	3	0.2417	0.3299
	Within groups	85	0.7328	
	Total	88		
54	Between groups	3	2.1670	2.9321
	Within groups	617	0.7391	
	Total	620		
55a	Between groups	3	1.9688	1.6036
	Within groups	616	1.2277	
	Total	619		
55b	Between groups	3	0.7145	0.6865
	Within groups	616	1.0407	
	Total	619		
55c	Between groups	3	5.2638	6.1887*
	Within groups	616	0.8506	
	Total	619		
<hr/>				
31 – 40: $\bar{x}$ = 1.9059, 41 – 50: $\bar{x}$ = 2.0362, 51 – 60 $\bar{x}$ = 2.3361				
55d	Between groups	3	3.4705	3.3751*
	Within groups	616	1.0399	
	Total	619		
<hr/>				
21 – 30: $\bar{x}$ = 3.0417, 31 – 40: $\bar{x}$ = 2.3647				
55e	Between groups	3	0.6941	0.5252
	Within groups	616	1.3216	
	Total	619		
55f	Between groups	3	3.7852	3.3872*
	Within groups	616	1.1175	
	Total	619		
<hr/>				
31 – 40: $\bar{x}$ = 4.3176, 51 – 60: $\bar{x}$ = 3.9344				
55g	Between groups	3	0.1885	0.2655
	Within groups	616	0.7097	
	Total	619		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
55h**	Between groups	2	0.1248	0.1783
	Within groups	61	0.6998	
	Total	63		
56	Between groups	3	2.6482	4.6523*
	Within groups	617	0.5692	
	Total	620		
	<hr/> 21 – 30: $\bar{x}$ = 1.3750, 31 – 40: $\bar{x}$ = 1.9824, 41 – 50: $\bar{x}$ = 1.9410, 51 – 60: $\bar{x}$ = 1.9508			
57	Between groups	3	0.0711	0.2037
	Within groups	617	0.3490	
	Total	620		
58a	Between groups	3	2.2196	1.8832
	Within groups	617	1.1786	
	Total	620		
58b	Between groups	3	1.8490	2.4795
	Within groups	617	0.7457	
	Total	620		
58c	Between groups	3	2.0996	1.6462
	Within groups	617	1.2754	
	Total	620		
58d	Between groups	3	1.4197	1.1040
	Within groups	617	1.2859	
	Total	620		
58e	Between groups	3	0.3985	0.2726
	Within groups	616	1.4618	
	Total	619		
58f**	Between groups	2	8.4958	5.8107*
	Within groups	34	1.4621	
	Total	36		
	<hr/> 31 – 40: $\bar{x}$ = 2.6000, 41 – 50: $\bar{x}$ = 3.7778, 51 – 60: $\bar{x}$ = 4.5000			
58g**	Between groups	3	0.8667	0.3379
	Within groups	33	2.5649	
	Total	66		



Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
58h**	Between groups	3	0.2781	0.3591
	Within groups	129	0.7744	
	Total	132		
61a	Between groups	3	0.3962	0.4420
	Within groups	617	0.8963	
	Total	620		
61b	Between groups	3	0.3617	0.8857
	Within groups	617	0.4084	
	Total	620		
61c	Between groups	3	0.4672	1.3068
	Within groups	617	0.3575	
	Total	620		
61d	Between groups	3	0.6430	1.4295
	Within groups	617	0.4498	
	Total	620		
61e	Between groups	3	1.5910	1.5360
	Within groups	617	1.0358	
	Total	620		
61f	Between groups	3	1.6088	2.2717
	Within groups	616	0.7082	
	Total	619		
61g	Between groups	3	0.2253	0.5307
	Within groups	617	0.4244	
	Total	620		
61h	Between groups	3	0.2163	0.7268
	Within groups	617	0.2976	
	Total	620		
61i	Between groups	3	0.5132	0.9967
	Within groups	617	0.5149	
	Total	620		
61j**	Between groups	3	0.0201	0.1093
	Within groups	121	0.1842	
	Total	124		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
62	Between groups	3	6.2025	9.5244*
	Within groups	616	0.6512	
	Total	619		
	<hr/> 21 – 30: $\bar{x} = 2.4167$ , 31 – 40: $\bar{x} = 2.9059$ , 41 – 50: $\bar{x} = 2.8033$ , 51 – 60: $\bar{x} = 3.1901$			
63a	Between groups	3	0,6946	0,9908
	Within groups	617	0.7011	
	Total	620		
63b	Between groups	3	2.6822	2.0053
	Within groups	617	1.3376	
	Total	620		
63cI	Between groups	3	0.6441	0.5751
	Within groups	617	1.1199	
	Total	620		
63cII	Between groups	3	0.8727	0.9094
	Within groups	617	0.9597	
	Total	620		
63cIII	Between groups	3	0.7699	0.6787
	Within groups	617	1.1343	
	Total	620		
64a	Between groups	3	1.1159	0.1979
	Within groups	617	0.5858	
	Total	620		
64b	Between groups	3	1.1594	1.4334
	Within groups	617	0.8088	
	Total	620		
64c	Between groups	3	1.1380	1.4415
	Within groups	617	0.7895	
	Total	620		
65	Between groups	3	0.8252	1.1709
	Within groups	617	0.7047	
	Total	620		

Table 80A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
66a	Between groups	3	0.8501	1.2453
	Within groups	617	0.6826	
	Total	620		
66b	Between groups	3	0.8549	1.1358
	Within groups	617	0.7527	
	Total	620		
67a	Between groups	3	2.2015	2.5262
	Within groups	617	0.8715	
	Total	620		
67b	Between groups	3	3.1599	3.7156*
	Within groups	617	0.8505	
	Total	620		
<hr/> 31 – 40: $\bar{x}$ = 4.0765, 41 – 50: $\bar{x}$ = 4.3672				
67c	Between groups	3	1.9495	2.0886
	Within groups	617	0.9334	
	Total	620		
68	Between groups	3	1.4297	1.4639
	Within groups	616	0.9766	
	Total	619		
69	Between groups	3	4.6210	4.2799*
	Within groups	612	1.0797	
	Total	615		
<hr/> 21 – 30: $\bar{x}$ = 3.4583, 31 – 40: $\bar{x}$ = 2.7381, 41 – 50: $\bar{x}$ = 2.6854 51 – 60: $\bar{x}$ = 2.6639				

\* p <.05  
\*\* Open question



**Table 80B**  
**Test for Significance of Differences between the Views of Educators according to their Age by Using the Cross Tabulation**

QUESTION	OPINIONS	% 1	% 2	% 3	% 4	% TOTAL	$\bar{x}$
12	Yes	3.2	18.5	35.6	12.2	69.6	6.69626
	No	0.6	8.9	13.5	7.4	30.4	
	TOTAL	3.9	27.4	49.1	19.6	100.0	
14	Yes	2.9	17.6	30.7	13.4	64.6	2.95595
	No	1.0	9.9	18.6	6.0	35.4	
	TOTAL	3.9	27.5	49.3	19.4	100.0	
47	a	2.9	21.9	41.9	17.1	83.7	4.48622
	b	1.0	5.5	7.2	2.6	16.3	
	TOTAL	3.9	27.4	49.1	19.6	100.0	
48	a	1.3	10.5	16.9	8.1	36.7	6.56283
	b	0.3	2.4	3.7	1.9	8.4	
	c	1.9	11.3	22.2	8.4	43.8	
	d**	0.3	3.2	6.1	1.3	11.0	
	TOTAL	3.9	27.4	49.1	19.6	100.0	
49	a	0.8	5.8	11.1	6.3	24.0	10.56200
	b	0.3	2.1	2.9	0.5	5.8	
	c	0.5	2.6	3.5	1.3	7.9	
	d	1.9	14.2	26.1	9.2	51.4	
	e**	0.3	2.7	5.5	2.4	11.0	
	TOTAL	3.9	27.4	49.1	19.6	100.0	
59	Yes	3.9	26.7	47.5	18.8	96.9	1.53690
	No	-	0.6	1.6	0.8	3.1	
	TOTAL	3.9	27.4	49.1	19.6	100.0	
60	Yes	2.5	19.9	35.7	14.9	73.0	2.31660
	No	1.5	7.6	13.4	4.5	27.0	
	TOTAL	4.0	27.5	49.1	19.4	100.0	

\* p <.05 (there is significance of difference with p <.05)

\*\* Open question

**Table 81A**  
**Test for Significance of Differences between the Views of Educators according to their Sex by Using T Test**

QUESTION	MALE		FEMALE		t
	$\bar{x}$	s	$\bar{x}$	s	
9a	3.5026	1.136	3.2716	1.004	2.59*
9b	3.9630	0.990	3.7449	1.021	2.65*
9c	3.1323	0.960	2.9794	0.893	1.99*
9d	3.0397	1.007	3.0247	0.922	0.19
10	2.8836	0.851	2.9218	0.765	-0.57
11a	3.9656	0.426	3.9877	0.459	-0.61
11b	4.5317	0.587	4.5597	0.575	-0.58
11c	3.9180	0.526	3.9053	0.571	0.28
11d	4.0344	0.619	4.1235	0.767	-1.59
11e	3.8598	0.770	4.0082	0.828	-2.28*
11f	3.7328	0.760	3.8436	0.777	-1.76
13	3.7692	1.199	3.7397	1.131	0.17
16a	3.4032	1.646	2.8683	1.613	3.98*
16b	1.9363	1.353	2.1276	1.465	-1.66
16c	2.3820	1.465	2.5267	1.403	-1.22
16d	2.9814	1.508	2.9465	1.478	0.28
16e	2.8117	1.429	2.7366	1.442	0.64
17	3.8621	1.004	3.7778	0.062	1.03
45	4.1852	1.089	4.1399	0.986	0.52
46	4.1799	1.119	4.1605	0.924	0.23
50	2.3069	0.975	2.1934	0.843	1.49
51a	3.4483	1.173	3.3128	1.175	1.40
51b	3.6711	1.076	3.7449	1.057	-0.84
51c	2.9841	1.113	2.9671	1.012	0.19
51d	4.3183	0.902	4.2346	0.913	1.12
51e	3.3554	1.067	3.4733	1.009	-1.37
51f	1.9841	0.986	1.7284	0.772	3.42*
51g**	3.9394	0.782	4.0588	1.153	-0.61
52	3.0370	0.797	2.9918	0.733	0.71
53a	3.4497	1.196	3.4463	1.097	0.04
53b	2.8175	1.098	2.9628	1.016	-1.66
53c	2.1720	0.998	1.8967	0.879	3.51*
53d	2.6138	0.990	2.3430	1.102	3.18*
53e	2.9974	1.127	3.1240	1.164	-1.35
53f	4.0714	1.049	4.3388	0.902	-3.27*
53g	4.4312	0.815	4.5331	0.735	-1.58
53h**	3.4808	0.754	3.8108	0.938	-1.84
54	2.8386	0.857	2.7984	0.875	0.57
55a	3.3968	1.143	3.3926	1.058	0.05
55b	3.1640	1.035	3.1901	0.996	-0.31
55c	2.1905	0.967	1.8884	0.850	3.98*

Table 81A (continued)

QUESTION	MALE		FEMALE		t
	x	s	x	s	
55d	2.5714	0.981	2.3678	1.082	2.42*
55e	3.0212	1.126	3.2149	1.175	-2.05*
55f	4.0291	1.132	4.3430	0.917	-3.62*
55g	4.3915	0.843	4.4339	0.838	-0.61
55h**	3.1842	0.865	3.4231	0.758	-1.14
56	1.8757	0.762	2.0206	0.752	-2.32*
57	1.4233	0.579	1.4856	0.605	-1.29
58a	3.6323	1.102	3.4156	1.054	2.43
58b	4.3492	0.889	4.3045	0.832	0.63
58c	3.5635	1.096	3.3909	1.178	1.86
58d	3.1905	1.136	2.9177	1.114	2.94*
58e	3.0557	1.214	2.8560	1.189	2.02*
58f**	3.5417	1.444	3.0769	1.188	0.99
58g**	3.5417	1.587	3.3846	1.557	0.29
58h**	4.6986	0.720	4.6667	1.036	0.21
61a	4.2937	0.850	4.0329	1.060	3.38*
61b	4.6746	0.598	4.5556	0.692	2.27*
61c	4.6587	0.612	4.6790	0.578	-0.41
61d	4.6561	0.674	4.6379	0.668	0.33
61e	4.1746	1.028	4.1276	1.006	0.56
61f	4.3581	0.858	4.3663	0.824	-0.12
61g	4.6296	0.656	4.6337	0.644	-0.08
61h	4.6720	0.553	4.7243	0.532	-1.17
61i	4.4921	0.729	4.5226	0.700	-0.52
61j**	4.9157	0.474	4.9524	0.309	-0.46
62	2.9443	0.841	2.8107	0.791	1.98*
63a	4.4603	0.788	4.1440	0.877	4.67*
63b	3.9603	1.170	3.7778	1.135	1.92
63cI	4.1032	1.069	3.9465	1.033	1.81
63cII	4.0952	1.007	3.9671	0.931	1.59
63cIII	3.9709	1.103	3.7778	0.992	2.21*
64a	4.4153	0.767	4.2551	0.750	2.56*
64b	4.2169	0.916	4.0658	0.869	2.05*
64c	4.2593	0.905	4.1440	0.862	1.58
65	4.3148	0.833	4.1399	0.841	2.54*
66a	4.3571	0.793	4.1111	0.858	3.66*
66b	4.2434	0.836	3.9918	0.895	3.56*
67a	4.4603	0.824	4.0494	1.043	5.46*
67b	4.3651	0.912	4.1029	0.932	3.47*
67c	4.2116	0.934	3.9053	0.993	3.89*
68	3.7354	1.042	3.5579	0.892	2.19*
69	2.8453	1.079	2.5394	0.970	3.57*

\* p <.05  
\*\* Open question



**Table 81B**  
**Test for Significance of Differences between the Views of Educators according to**  
**their Sex by Using Cross Tabulation**

QUESTION	OPINIONS	% 1	% 2	% TOTAL	$\bar{x}$
12	Yes	42.2	27.4	69.6	0.02921
	No	18.7	11.8	30.4	
	TOTAL	60.9	39.1	100.0	
14	Yes	37.2	27.5	64.6	5.50408*
	No	23.7	11.6	35.4	
	TOTAL	60.9	39.1	100.0	
	Yes	61.0	70.2		
	No	32.0	29.8		
	TOTAL	100.0	100.0		
47	a	7.2	76.5	83.7	1.56675
	b	0.8	15.5	16.3	
	TOTAL	8.1	91.9	100.0	
48	a	24.3	12.4	36.7	7.18222
	b	5.5	2.9	8.4	
	c	25.0	18.8	43.8	
	d**	6.1	4.8	11.0	
	TOTAL	60.9	39.1	100.0	
49	a	15.9	8.1	24.0	5.24502
	b	3.2	2.6	5.8	
	c	4.3	3.5	7.9	
	d**	30.0	21.4	51.4	
	e**	7.4	3.5	11.0	
	TOTAL	60.9	39.1	100.0	
59	Yes	58.3	38.6	96.9	4.48302*
	No	2.6	0.5	3.1	
	TOTAL	60.9	39.1	100.0	
	Yes	95.8	98.8		
	No	4.2	1.2		
	TOTAL	100.0	100.0		
60	Yes	44.6	28.4	73.0	0.59692
	No	15.6	11.4	27.0	
	TOTAL	60.2	39.8	100.0	

\* p <.05  
\*\* Open question

**Table 82A**  
**Test for Significance of Differences between the Views of Educators according to the Years in Service in Education by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
9a	Between groups	5	3.9051	3.9051*
	Within groups	615	1.1690	
	Total	620		
	<hr/> 21 – 25: $\bar{x} = 3.1856$ , 26 and over: $\bar{x} = 3.7398$			
9b	Between groups	5	2.3218	2.3139
	Within groups	615	1.0034	
	Total	620		
9c	Between groups	5	0.8411	0.9587
	Within groups	615	0.8773	
	Total	620		
9d	Between groups	5	0.3178	0.3332
	Within groups	615	0.9540	
	Total	620		
10	Between groups	5	0.6674	0.9979
	Within groups	615	0.6687	
	Total	620		
11a	Between groups	5	0.1652	0.8553
	Within groups	615	0.1931	
	Total	620		
11b	Between groups	5	0.7707	2.2978
	Within groups	615	0.3354	
	Total	620		
11c	Between groups	5	0,2021	0,6818
	Within groups	615	0.2964	
	Total	620		
11d	Between groups	5	0.3607	0.7751
	Within groups	615	0.4654	
	Total	620		
11e	Between groups	5	0.8420	1.3326
	Within groups	615	0.6319	
	Total	620		
11f	Between groups	5	0.7379	1.2530
	Within groups	615	0.5889	
	Total	620		

Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
13	Between groups	5	0.2680	0.1915
	Within groups	184	1.3996	
	Total	189		
16a	Between groups	5	9.9725	3.7315*
	Within groups	614	2.6725	
	Total	619		
<hr/> 16 – 20: $\bar{x}$ = 2.8960, 26 and over: $\bar{x}$ = 3.7317				
16b	Between groups	5	1.6679	0.8502
	Within groups	614	1.9619	
	Total	619		
16c	Between groups	5	4.7174	2.2932
	Within groups	614	2.0571	
	Total	619		
16d	Between groups	5	4.0393	1.8194
	Within groups	614	2.2201	
	Total	619		
16e	Between groups	5	3.3202	1.6244
	Within groups	614	2.0440	
	Total	619		
17	Between groups	5	0.1112	0.1125
	Within groups	614	0.9891	
	Total	619		
45	Between groups	5	1.7395	1.5875
	Within groups	615	1.0957	
	Total	620		
46	Between groups	5	3.1381	2.9114
	Within groups	615	1.0778	
	Total	620		
50	Between groups	5	2.0290	2.3902
	Within groups	615	0.8489	
	Total	620		
51a	Between groups	5	2.9120	2.1295
	Within groups	614	1.3675	
	Total	619		



Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
51b	Between groups Within groups Total	5 614 619	0.1074 1.1493	0.0934
51c	Between groups Within groups Total	5 614 619	0.8965 1.1551	0.7762
51d	Between groups Within groups Total	5 614 619	1.6214 0.8149	1.9897
51e	Between groups Within groups Total	5 614 619	2.3564 1.0834	2.1750
51f	Between groups Within groups Total	5 614 619	1.3910 0,8350	1.6658
51g**	Between groups Within groups Total	5 94 99	0.9402 0.8432	1.1150
52	Between groups Within groups Total	5 615 620	1.4449 0.5895	2.4511
53a	Between groups Within groups Total	5 614 619	3.9415 1.3186	2.9891
53b	Between groups Within groups Total	5 614 619	1.4840 1.1381	1.3040
	<div>1 – 5: <math>\bar{x}</math> = 1.8911, 6 – 10: <math>\bar{x}</math> = 1.9694, 16 – 20: <math>\bar{x}</math> = 1.9920 21 – 25: <math>\bar{x}</math> = 1.9167, 26 and over: <math>\bar{x}</math> = 2.4390</div>			
53c	Between groups Within groups Total	5 614 619	4.8286 0.8946	5.3976*

Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
53d	Between groups	5	2.4830	2.3080
	Within groups	614	1.0758	
	Total	619		
53e	Between groups	5	4.8695	3.8171*
	Within groups	614	1.2757	
	Total	619		
<hr/>				
21 – 25: $\bar{x} = 2.7396$ , 26 and over: $\bar{x} = 3.3659$				
53f	Between groups	5	3.6406	3.7031
	Within groups	614	0.9831	
	Total	619		
53g	Between groups	5	0.6522	1.0560
	Within groups	614	0.6176	
	Total	619		
53h**	Between groups	5	1.5272	2.2891
	Within groups	83	0.6672	
	Total	88		
54	Between groups	5	1.3269	0.1128
	Within groups	615	0.7413	
	Total	620		
55a	Between groups	5	3.0186	2.4808
	Within groups	614	1.2168	
	Total	619		
55b	Between groups	5	0.8936	0.8590
	Within groups	614	1.0403	
	Total	619		
55c	Between groups	5	5.3187	6.3641*
	Within groups	614	0.8357	
	Total	619		
<hr/>				
6 – 10: $\bar{x} = 1.9184$ , 16 – 20: $\bar{x} = 2.0320$ , 21 – 25: $\bar{x} = 1.8229$ 26 and over: $\bar{x} = 2.4553$				
55d	Between groups	5	1.5534	1.4829
	Within groups	614	1.0475	
	Total	619		

Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
55e	Between groups	5	2.7855	2.1318
	Within groups	614	1.3066	
	Total	619		
55f	Between groups	5	5.4320	4.9588*
	Within groups	614	1.0954	
	Total	619		
<hr/>				
1 – 5: $\bar{x} = 4.2376$ , 6 – 10: $\bar{x} = 4.2653$ , 11 – 15: $\bar{x} = 4.3506$ 16 – 20: $\bar{x} = 4.3200$ , 21 - 25: $\bar{x} = 3.7396$				
55g	Between groups	5	0,8856	1,2549
	Within groups	614	0.7058	
	Total	619		
55h**	Between groups	5	0.4405	0.6271
	Within groups	58	0.7023	
	Total	63		
56	Between groups	5	0.6739	1.1650
	Within groups	615	0.5785	
	Total	620		
57	Between groups	5	0.8144	2.3685
	Within groups	615	0.3439	
	Total	620		
58a	Between groups	5	2.2773	1.9386
	Within groups	615	1.1747	
	Total	620		
58b	Between groups	5	0.4331	0.5747
	Within groups	615	0.7537	
	Total	620		
58c	Between groups	5	0.8341	0.6501
	Within groups	615	1.2830	
	Total	620		
58e	Between groups	5	1.0988	0.7528
	Within groups	614	1.4596	
	Total	619		



Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
58f**	Between groups	5	3.1921	1.9501
	Within groups	31	1.6369	
	Total	36		
58g**	Between groups	5	0.5953	0.2190
	Within groups	31	2.7183	
	Total	36		
58h**	Between groups	5	0.8278	1.0884
	Within groups	127	0.7606	
	Total	132		
61a	Between groups	5	0.5739	0.6402
	Within groups	615	0.8965	
	Total	620		
61b	Between groups	5	0.7643	1.8859
	Within groups	615	0.4053	
	Total	620		
61c	Between groups	5	0.3398	0.9485
	Within groups	615	0.3582	
	Total	620		
61d	Between groups	5	0.2829	0.6256
	Within groups	615	0.4521	
	Total	620		
61e	Between groups	5	2.8180	2.7620
	Within groups	615	1.0240	
	Total	620		
61f	Between groups	5	0.7619	1.0698
	Within groups	614	0.7122	
	Total	619		
61g	Between groups	5	0,2599	0,6119
	Within groups	615	0.6119	
	Total	620		
61h	Between groups	5	0.3436	1.1577
	Within groups	615	0.2968	
	Total	620		

Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
61i	Between groups	5	0.5999	1.1666
	Within groups	615	0.5142	
	Total	620		
61j	Between groups	5	0.1629	0.9000
	Within groups	119	0.1810	
	Total	124		
62	Between groups	5	3.5998	5.4218*
	Within groups	614	0.6547	
	Total	619		
	<hr/>			
	1 – 5: $\bar{x} = 2.8020$ , 6 – 10: $\bar{x} = 2.8367$ , 11 – 15: $\bar{x} = 2.7013$ 16 – 20: $\bar{x} = 2.8560$ , 21 - 25: $\bar{x} = 2.8247$ , 26 and over: $\bar{x} = 3.2213$			
63a	Between groups	5	0.5347	0.7612
	Within groups	615	0.7024	
	Total	620		
63b	Between groups	5	0.1613	0.1192
	Within groups	615	1.3537	
	Total	620		
63cI	Between groups	5	0.2705	0.2406
	Within groups	615	1.1245	
	Total	620		
63cII	Between groups	5	0.4380	0.4546
	Within groups	615	0.9635	
	Total	620		
63cIII	Between groups	5	0.2975	0.2611
	Within groups	615	1.1394	
	Total	620		
64a	Between groups	5	0.4109	0.7025
	Within groups	615	0.5849	
	Total	620		
64b	Between groups	5	1.2440	1.5415
	Within groups	615	0.8070	
	Total	620		

Table 82A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
64c	Between groups	5	0.4844	0.6103
	Within groups	615	0.7936	
	Total	620		
65	Between groups	5	1.1444	1.6307
	Within groups	615	0.7018	
	Total	620		
66a	Between groups	5	0.4723	0.6893
	Within groups	615	0.6852	
	Total	620		
66b	Between groups	5	0.3763	0.4976
	Within groups	615	0.7562	
	Total	620		
67a	Between groups	5	2.0246	2.3309
	Within groups	615	0.8686	
	Total	620		
67b	Between groups	5	3.1987	3.7961*
	Within groups	615	0.8426	
	Total	620		
	<hr/> 1 – 5: $\bar{x} = 4.0396$ , 21 – 25: $\bar{x} = 4.4948$			
67c	Between groups	5	1.6911	1.8141
	Within groups	615	0.9322	
	Total	620		
68	Between groups	5	1.1962	1.2243
	Within groups	614	0.9770	
	Total	619		
69	Between groups	5	0.8925	0.8124
	Within groups	610	1.0986	
	Total	615		

\* p <.05

\*\* Open question



**Table 82B**  
**Test for Significance of Differences between the Views of Educators according to the Years in Service in Education by Using the Cross Tabulation**

QUESTION	OPINION	% 1	% 2	% 3	% 4	% 5	% 6	% TOTAL	$\bar{x}$
12	Yes	12.1	9.2	9.7	14.3	11.6	12.7	69.6	12.41626*
	No	4.2	6.6	2.7	5.8	4.0	7.1	30.4	
	TOTAL	16.3	15.8	12.4	20.1	15.6	19.8	100.0	
	Yes	74.3	58.2	77.9	71.2	74.2	64.2		
	No	25.7	41.8	22.1	28.8	25.8	35.8		
	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0		
	Yes	11.5	9.7	7.1	12.0	10.0	14.4	64.6	
	No	4.8	6.1	5.3	8.2	5.0	5.3	30.5	
	TOTAL	16.3	15.8	12.4	20.2	15.5	19.7	100.0	
	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0		
47	a	12.6	12.6	10.1	16.7	13.5	18.2	83.7	11.17019*
	b	3.7	3.2	2.3	3.4	2.1	1.6	16.3	
	TOTAL	16.3	15.8	12.4	20.1	15.6	19.8	100.0	
	a	77.2	79.6	81.8	83.2	86.6	91.9		
	b	22.8	20.4	18.2	16.8	13.4	8.1		
	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0		
	a	4.7	7.2	5.3	6.1	4.8	8.5	36.7	
	b	0.8	1.1	0.8	2.4	1.3	1.9	8.4	
	c	7.9	6.1	5.2	9.0	7.6	8.1	43.8	
	d**	2.9	1.1	1.1	2.6	1.9	1.3	11.0	
48	TOTAL	16.3	15.8	12.4	20.1	15.6	19.8	100.0	
	a	3.4	3.9	3.1	3.9	3.4	6.4	24.0	23.32031
	b	0.8	1.3	0.6	1.8	0.8	0.5	5.8	
	c	1.4	1.4	1.4	1.8	0.5	1.3	7.9	
	d	8.9	8.1	5.6	10.6	9.5	8.7	51.4	
	e**	1.8	1.1	1.6	2.1	1.4	2.9	11.0	
	TOTAL	16.3	15.8	12.4	20.1	15.6	19.8	100.0	
	Yes	16.1	15.5	12.1	19.8	14.7	18.8	96.9	
	No	0.2	0.3	0.3	0.3	1.0	1.0	3.1	
	TOTAL	16.3	15.8	12.4	20.1	15.6	19.8	100.0	
59	Yes	11.4	11.1	9.0	15.8	10.4	15.3	73.0	0.37989
	No	5.1	4.8	3.5	4.6	4.8	4.1	27.0	
	TOTAL	16.6	15.9	12.4	20.4	15.3	19.4	100.0	
	Yes	11.4	11.1	9.0	15.8	10.4	15.3	73.0	
	No	5.1	4.8	3.5	4.6	4.8	4.1	27.0	
	TOTAL	16.6	15.9	12.4	20.4	15.3	19.4	100.0	
	Yes	11.4	11.1	9.0	15.8	10.4	15.3	73.0	
	No	5.1	4.8	3.5	4.6	4.8	4.1	27.0	
	TOTAL	16.6	15.9	12.4	20.4	15.3	19.4	100.0	
	TOTAL	100.0	100.0	100.0	100.0	100.0	100.0		

\* p <.05  
\*\* Open question

**Table 83A**  
**Test for Significance of Differences between the Views of Educators according to**  
**their Position by Using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
9a	Between groups	2	12.7172	11.0223
	Within groups	618	1.1538	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.2162$ , Assistant Headmaster: $\bar{x} = 3.3676$ , Teacher: $\bar{x} = 3.3605$				
9b	Between groups	2	9.3687	9.4922*
	Within groups	618	0.9870	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.5657$ , Assistant Headmaster: $\bar{x} = 3.8235$ , Teacher: $\bar{x} = 3.8353$				
9c	Between groups	2	1.2059	1.3767
	Within groups	618	0.8759	
	Total	620		
9d	Between groups	2	1.1614	1.2249
	Within groups	618	0.9482	
	Total	620		
10	Between groups	2	0.4916	0.7345
	Within groups	618	0.6693	
	Total	620		
11a	Between groups	2	0.9098	4.7744*
	Within groups	618	0.1906	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.1892$ , Assistant Headmaster: $\bar{x} = 3.9559$ , Teacher: $\bar{x} = 3.9612$				
11b	Between groups	2	2.7953	8.4463
	Within groups	618	0.3310	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.8649$ , Assistant Headmaster: $\bar{x} = 4.3824$ , Teacher: $\bar{x} = 4.5407$				

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
11c	Between groups	2	1,4937	5,1193*
	Within groups	618	0.2918	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 3.6486$ , Assistant Headmaster: $\bar{x} = 3.9853$ , Teacher: $\bar{x} = 3.9225$				
11d	Between groups	2	0.5383	1.1593
	Within groups	618	0.4643	
	Total	620		
11e	Between groups	2	2.3835	3.7960*
	Within groups	618	0.6279	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.2432$ , Assistant Headmaster: $\bar{x} = 3.8088$ , Teacher: $\bar{x} = 3.9089$				
11f	Between groups	2	3.4367	5.9159*
	Within groups	618	0.5809	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.1081$ , Assistant Headmaster: $\bar{x} = 3.5735$ , Teacher: $\bar{x} = 3.7791$				
13	Between groups	2	5.9370	4.4950*
	Within groups	187	1.3208	
	Total	189		
<hr/>				
Headmaster: $\bar{x} = 4.5625$ , Assistant Headmaster: $\bar{x} = 3.5417$ , Teacher: $\bar{x} = 3.7067$				
16a	Between groups	2	33,9743	12,9170*
	Within groups	617	2.6302	
	Total	619		
<hr/>				
Headmaster: $\bar{x} = 4.4865$ , Assistant Headmaster: $\bar{x} = 3.2794$ , Teacher: $\bar{x} = 3.0893$				



Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
16b	Between groups	2	7.9830	4.1150*
	Within groups	617	1.9400	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 2.6216$ , Teacher: $\bar{x} = 1.9553$			
16c	Between groups	2	13.3559	6.5404*
	Within groups	617	2.0421	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.2432$ , Assistant Headmaster: $\bar{x} = 2.5147$ , Teacher: $\bar{x} = 2.3709$			
16d	Between groups	2	12.4240	5.6427*
	Within groups	617	2.2018	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.7568$ , Assistant Headmaster: $\bar{x} = 2.9853$ , Teacher: $\bar{x} = 2.9087$			
16e	Between groups	2	8,3384	4,0997*
	Within groups	617	2.0339	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.4324$ , Teacher: $\bar{x} = 2.7379$			
17	Between groups	2	1.5168	1.5472
	Within groups	617	0.9803	
	Total	619		
45	Between groups	2	2.3924	2.1814
	Within groups	618	1.0968	
	Total	620		
46	Between groups	2	3.2804	3.0168
	Within groups	618	1.0874	
	Total	620		
50	Between groups	2	0.2076	0.2412
	Within groups	618	0.8605	
	Total	620		

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
51a	Between groups	2	9.2565	6.8343*
	Within groups	617	1.3544	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 4.0811$ , Assistant Headmaster: $\bar{x} = 3.3529$ , Teacher: $\bar{x} = 3.3515$			
51b	Between groups	2	0.5349	0.4680
	Within groups	617	1.1428	
	Total	619		
51c	Between groups	2	0.0134	0.0116
	Within groups	617	1.1567	
	Total	619		
51d	Between groups	2	1.9588	2.3953
	Within groups	617	0.8178	
	Total	619		
51e	Between groups	2	2.7040	2.4842
	Within groups	617	1.0885	
	Total	619		
51f	Between groups	2	0.9948	1.1857
	Within groups	617	0.8390	
	Total	619		
51g**	Between groups	2	1.7992	2.1717
	Within groups	97	0.8285	
	Total	99		
52	Between groups	2	1,0015	1.6830
	Within groups	618	0.5951	
	Total	620		
53a	Between groups	2	5.4266	4.0907*
	Within groups	617	1.3266	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.9730$ , Teacher: $\bar{x} = 3.4175$			
53b	Between groups	2	1.6435	1.4427
	Within groups	617	1.1392	
	Total	619		

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
53c	Between groups	2	24.9734	29.4354*
	Within groups	617	0.8484	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.1622$ , Assistant Headmaster: $\bar{x} = 2.1765$ , Teacher: $\bar{x} = 1.9709$			
53d	Between groups	2	10.7430	10.1745*
	Within groups	617	1.0559	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.2432$ , Assistant Headmaster: $\bar{x} = 2.5157$ , Teacher: $\bar{x} = 2.4544$			
53e	Between groups	2	9.4088	7.3593*
	Within groups	617	1.2785	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.7027$ , Teacher: $\bar{x} = 2.9845$			
53f	Between groups	2	11.2128	11.5418*
	Within groups	617	0.9715	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 4.4054$ , Assistant Headmaster: $\bar{x} = 3.6471$ , Teacher: $\bar{x} = 4.2291$			
53g	Between groups	2	5.8064	9.6600*
	Within groups	617	0.6011	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 4.6216$ , Assistant Headmaster: $\bar{x} = 4.0882$ , Teacher: $\bar{x} = 4.5107$			
53h**	Between groups	2	0.7495	1.0479
	Within groups	86	0.7153	
	Total	88		
54	Between groups	2	3,0443	4,1220*
	Within groups	618	0.7386	
	Total	620		
	<hr/> Headmaster: $\bar{x} = 3.2162$ , Teacher: $\bar{x} = 2.7984$			



Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
55a	Between groups	2	4.8527	3.9790*
	Within groups	617	1.2196	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.8649$ , Assistant Headmaster: $\bar{x} = 3.2500$ , Teacher: $\bar{x} = 3.3806$			
55b	Between groups	2	0.4554	0.4375
	Within groups	617	1.0410	
	Total	619		
55c	Between groups	2	28.5451	36.4914*
	Within groups	617	0.7822	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.2703$ , Assistant Headmaster: $\bar{x} = 2.0882$ , Teacher: $\bar{x} = 1.9845$			
55d	Between groups	2	12.0581	11.8687*
	Within groups	617	1.0160	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.2703$ , Assistant Headmaster: $\bar{x} = 2.3824$ , Teacher: $\bar{x} = 2.4505$			
55e	Between groups	2	8.9171	6.8914*
	Within groups	617	1.2939	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 3.7297$ , Teacher: $\bar{x} = 3.0350$			
55f	Between groups	2	8.8557	8.0113*
	Within groups	617	1.1054	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 4.4595$ , Assistant Headmaster: $\bar{x} = 3.7059$ , Teacher: $\bar{x} = 4.1883$			

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
55g	Between groups	2	5.0620	7.3036*
	Within groups	617	0.6931	
	Total	619		
<hr/>				
Headmaster: $\bar{x} = 4.6486$ , Assistant Headmaster: $\bar{x} = 4.0735$ , Teacher: $\bar{x} = 4.4350$				
55h**	Between groups	1	0.0358	0.0517
	Within groups	62	0.6920	
	Total	63		
56	Between groups	2	5.1270	9.0812*
	Within groups	618	0.5646	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 1.5405$ , Assistant Headmaster: $\bar{x} = 2.1912$ , Teacher: $\bar{x} = 1.9264$				
57	Between groups	2	0.2455	0.7054
	Within groups	618	0.3480	
	Total	620		
58a	Between groups	2	5.2723	4.5047*
	Within groups	618	1.1704	
	Total	620		
<hr/>				
Assistant Headmaster: $\bar{x} = 3.1765$ , Teacher: $\bar{x} = 3.5911$				
58b	Between groups	2	4.5113	6.1053*
	Within groups	618	0.7389	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.7568$ , Assistant Headmaster: $\bar{x} = 4.1471$ , Teacher: $\bar{x} = 4.3256$				
58c	Between groups	2	4.0292	3.1713
	Within groups	618	1.2705	
	Total	620		

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
58d	Between groups	2	5.4663	4.2940
	Within groups	618	1.2730	
	Total	620		
58e	Between groups	2	1.2591	0.8640
	Within groups	617	1.4573	
	Total	619		
58f**	Between groups	1	0.8170	0.4340
	Within groups	35	1.8824	
	Total	36		
58g**	Between groups	1	1.3682	0.5577
	Within groups	35	2.4536	
	Total	36		
58h**	Between groups	2	0.3276	0.4256
	Within groups	130	0.7699	
	Total	132		
61a	Between groups	2	3.5241	3.9805*
	Within groups	618	0.8854	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.5946$ , Assistant Headmaster: $\bar{x} = 4.0735$ , Teacher: $\bar{x} = 4.1783$				
61b	Between groups	2	0.6430	1.5782
	Within groups	618	0.4074	
	Total	620		
61c	Between groups	2	1.2457	3.5071
	Within groups	618	0.3552	
	Total	620		
61d	Between groups	2	1.6212	3.6271*
	Within groups	618	0.4470	
	Total	620		
<hr/>				
Headmaster: $\bar{x} = 4.8649$ , Assistant Headmaster: $\bar{x} = 4.5000$				



Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
61e	Between groups	2	2.4212	2.3416
	Within groups	618	1.0340	
	Total	620		
61f	Between groups	2	5.0700	7.2591*
	Within groups	617	0.6984	
	Total	619		
<hr/> Headmaster: $\bar{x} = 4.7297$ , Assistant Headmaster: $\bar{x} = 4.0882$ , Teacher: $\bar{x} = 4.3709$				
61g	Between groups	2	1.3883	3.3028
	Within groups	618	0.4204	
	Total	620		
61h	Between groups	2	0.4499	1.5164
	Within groups	618	0.2967	
	Total	620		
61i	Between groups	2	2.5064	4.9294*
	Within groups	618	0.5085	
	Total	620		
<hr/> Headmaster: $\bar{x} = 4.7027$ , Assistant Headmaster: $\bar{x} = 4.2794$ , Teacher: $\bar{x} = 4.5194$				
61j**	Between groups	2	0.1093	0.6027
	Within groups	122	0.1814	
	Total	124		
62	Between groups	2	15.0029	23.7504*
	Within groups	617	0.6317	
	Total	619		
<hr/> Headmaster: $\bar{x} = 3.7778$ , Assistant Headmaster: $\bar{x} = 2.8235$ , Teacher: $\bar{x} = 2.8391$				
63a	Between groups	2	4,3377	6,2930*
	Within groups	618	0.6893	
	Total	620		
<hr/> Headmaster: $\bar{x} = 4.7838$ , Assistant Headmaster: $\bar{x} = 4.2059$ , Teacher: $\bar{x} = 4.3217$				

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
63b	Between groups	2	1.2436	0.9250
	Within groups	618	1.3444	
	Total	620		
63cI	Between groups	2	2.0629	1.8509
	Within groups	618	1.1145	
	Total	620		
63cII	Between groups	2	2.9132	3.0571
	Within groups	618	0.9529	
	Total	620		
63cIII	Between groups	2	1.3266	1.1720
	Within groups	618	1.1319	
	Total	620		
64a	Between groups	2	4.9283	8.6547*
	Within groups	618	0.5694	
	Total	620		
<hr/> Headmaster: $\bar{x} = 4.6757$ , Assistant Headmaster: $\bar{x} = 4.0588$ , Teacher: $\bar{x} = 4.3682$				
64b	Between groups	2	3.3592	4.1869*
	Within groups	618	0.8023	
	Total	620		
<hr/> Assistant Headmaster: $\bar{x} = 3.8676$ , Teacher: $\bar{x} = 4.1996$				
64c	Between groups	2	2.9907	3.8144*
	Within groups	618	0.7840	
	Total	620		
<hr/> Assistant Headmaster: $\bar{x} = 3.9412$ , Teacher: $\bar{x} = 4.2539$				
65	Between groups	2	4.7390	6.8456*
	Within groups	618	0.6923	
	Total	620		
<hr/> Headmaster: $\bar{x} = 4.7027$ , Assistant Headmaster: $\bar{x} = 4.0882$ , Teacher: $\bar{x} = 4.2345$				

Table 83A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
66a	Between groups	2	5.0061	7.4778*
	Within groups	618	0.6695	
	Total	620		
	<hr/> Headmaster: $\bar{x} = 4.7027$ , Assistant Headmaster: $\bar{x} = 4.0588$ , Teacher: $\bar{x} = 4.2558$			
66b	Between groups	2	2.5362	3.3934*
	Within groups	618	0.7474	
	Total	620		
	<hr/> Headmaster: $\bar{x} = 4.4865$ , Assistant Headmaster: $\bar{x} = 4.0441$			
67a	Between groups	2	2.0221	2.3131
	Within groups	618	0.8742	
	Total	620		
67b	Between groups	2	0.0920	0.1064
	Within groups	618	0.8641	
	Total	620		
67c	Between groups	2	2.1243	2.2732
	Within groups	618	0.9345	
	Total	620		
68	Between groups	2	6.2692	6.5191*
	Within groups	617	0.9617	
	Total	619		
	<hr/> Headmaster: $\bar{x} = 4.1351$ , Assistant Headmaster: $\bar{x} = 3.4118$ , Teacher: $\bar{x} = 3.6660$			
69	Between groups	2	5.5120	5.0916*
	Within groups	613	1.0826	
	Total	615		
	<hr/> Headmaster: $\bar{x} = 2.9459$ , Assistant Headmaster: $\bar{x} = 2.3676$ , Teacher: $\bar{x} = 2.7573$			

\* p <.05  
\*\* Open question



**Table 83B**  
**Test for Significance of Differences between the Views of Educators according to**  
**their Position by Using the Cross Tabulation**

QUESTION	OPINIONS	% 1	% 2	% 3	% TOTAL	$\bar{x}$
12	Yes	3.4	7.1	59.1	69.6	4.21765
	No	2.6	3.9	24.0	30.4	
	TOTAL	6.0	11.0	83.1	100.0	
14	Yes	4.4	6.8	53.5	64.6	1.26603
	No	1.6	4.0	29.7	35.4	
	TOTAL	6.0	10.8	83.2	100.0	
47	a	5.6	10.1	68.0	83.7	8.61344*
	b	0.3	0.8	15.1	16.3	
	TOTAL	6.0	11.0	83.1	100.0	
	a	94.6	92.6	81.8		
	b	5.4	7.4	18.2		
	TOTAL	100.0	100.0	100.0		
48	a	4.0	3.1	29.6	36.7	20.29594*
	b	0.5	0.8	7.1	8.4	
	c	1.4	5.8	36.6	43.8	
	d**	-	1.3	9.7	11.0	
	TOTAL	6.0	11.0	83.1	100.0	
	a	67.6	27.9	35.7		
	b	8.1	7.4	8.5		
	c	24.3	52.9	44.0		
	d**	-	11.8	11.6		
	TOTAL	100.0	100.0	100.0		
49	a	3.5	2.1	18.4	24.0	33.54073*
	b	-	0.2	5.6	5.8	
	c	-	0.8	7.1	7.9	
	d	1.9	6.3	43.2	51.4	
	e**	0.5	1.6	8.9	11.0	
	TOTAL	6.0	11.0	83.1	100.0	
	a	59.5	19.1	22.1		
	b	-	1.5	6.8		
	c	-	7.4	8.5		
	d	32.4	57.4	51.9		
	e**	8.1	14.7	10.7		
	TOTAL	100.0	100.0	100.0		
59	Yes	5.6	10.3	81.0	96.9	3.02097
	No	0.3	0.6	2.1	3.1	
	TOTAL	6.0	11.0	83.1	100.0	
60	Yes	5.3	7.8	59.9	73.0	6.53383*
	No	0.5	2.8	23.7	27.0	
	TOTAL	5.8	10.6	83.6	100.0	
	Yes	91.4	73.4	71.6		
	No	8.6	26.6	28.4		
	TOTAL	100.0	100.0	100.0		

\* p <.05  
\*\* Open question

**Table 84A**  
**Test for Significance of Differences between the Views of Educators according to the type of school they are employed by using the Analysis of Variance**

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
9a	Between groups	3	5.0972	4.3488*
	Within groups	617	1.1721	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 3.3759$ , Technical & Vocational School: $\bar{x} = 3.2905$ , Hotel & Catering School: $\bar{x} = 3.9535$			
9b	Between groups	3	8.6293	8.8324*
	Within groups	617	0.9770	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 3.6715$ , Technical & Vocational School: $\bar{x} = 4.1081$ , Hotel & Catering School: $\bar{x} = 4.2558$			
9c	Between groups	3	3.5252	4.0795*
	Within groups	617	0.8641	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 3.0000$ , Lyceum: $\bar{x} = 3.0064$ , Hotel & Catering School: $\bar{x} = 3.4884$			
9d	Between groups	3	2.5998	2.7633
	Within groups	617	0.9408	
	Total	620		
10	Between groups	3	1.2235	1.8370
	Within groups	617	0.6660	
	Total	620		
11a	Between groups	3	0.4404	2.2973
	Within groups	617	0.1917	
	Total	620		
11b	Between groups	3	0.5771	1.7087
	Within groups	617	0.3377	
	Total	620		
11c	Between groups	3	0.8726	2.9796
	Within groups	617	0.2928	
	Total	620		
11d	Between groups	3	0.1099	0.2357
	Within groups	617	0.4663	
	Total	620		

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
11e	Between groups	3	2.9718	4.7764*
	Within groups	617	0.6222	
	Total	620		
	Gymnasium: $\bar{x} = 3.9964$ , Lyceum: $\bar{x} = 3.9872$ , Technical & Vocational School: $\bar{x} = 3.7095$			
11f	Between groups	3	2.1745	3.7334
	Within groups	617	0.5824	
	Total	620		
13	Between groups	3	6.1934	4.7942*
	Within groups	186	1.2918	
	Total	189		
	Gymnasium: $\bar{x} = 3.4811$ , Lyceum: $\bar{x} = 4.1212$ , Technical & Vocational School: $\bar{x} = 4.1389$			
16a	Between groups	3	22.3517	8.4797*
	Within groups	616	2.6359	
	Total	619		
	Gymnasium: $\bar{x} = 2.8686$ , Technical & Vocational School: $\bar{x} = 3.6054$ , Hotel & Catering School: $\bar{x} = 3.7442$			
16b	Between groups	3	6.4949	3.3524
	Within groups	616	1.9374	
	Total	619		
16c	Between groups	3	15.8185	7.8632*
	Within groups	616	2.0117	
	Total	619		
	Gymnasium: $\bar{x} = 2.5803$ , Lyceum: $\bar{x} = 2.6346$ , Technical & Vocational School: $\bar{x} = 1.9456$			
16d	Between groups	3	1.0197	0.4551
	Within groups	616	2.2407	
	Total	619		
16e	Between groups	3	0.5693	0.2762
	Within groups	616	2.0615	
	Total	619		
17	Between groups	3	9.5982	10.2101
	Within groups	616	0.9401	
	Total	619		
	Gymnasium: $\bar{x} = 3.6788$ , Lyceum: $\bar{x} = 3.7051$ , Technical & Vocational School: $\bar{x} = 4.1088$ , Hotel & Catering School: $\bar{x} = 3.6047$			



Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
45	Between groups	3	6.8938	6.4262*
	Within groups	617	1.0728	
	Total	620		
46	Between groups	3	9.9225	9.4363*
	Within groups	617	1.0515	
	Total	620		
<hr/>				
Gymnasium: $\bar{x} = 4.3212$ , Lyceum: $\bar{x} = 4.1795$ , Technical & Vocational School: $\bar{x} = 4.1014$ , Hotel & Catering School: $\bar{x} = 3.4419$				
50	Between groups	3	0.2945	0.3420
	Within groups	617	0.8612	
	Total	620		
51a	Between groups	3	8.3345	6.1917*
	Within groups	616	1.3461	
	Total	619		
<hr/>				
Lyceum: $\bar{x} = 3.6795$ , Technical & Vocational School: $\bar{x} = 3.1757$ , Hotel & Catering School: $\bar{x} = 3.0465$				
51b	Between groups	3	18.2144	17.2204*
	Within groups	616	1.0577	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.7949$ , Lyceum: $\bar{x} = 4.0321$ , Technical & Vocational School: $\bar{x} = 3.3649$ , Hotel & Catering School: $\bar{x} = 3.0465$				
51c	Between groups	3	9.9994	9.0095*
	Within groups	616	1.1099	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.0110$ , Lyceum: $\bar{x} = 3.2628$ , Technical & Vocational School: $\bar{x} = 2.7500$ , Hotel & Catering School: $\bar{x} = 2.5116$				
51d	Between groups	3	3.1058	3.8329*
	Within groups	616	0.8103	
	Total	619		
<hr/>				
Lyceum: $\bar{x} = 4.4359$ , Hotel & Catering School: $\bar{x} = 3.9535$				
51e	Between groups	3	9.7999	9.3217*
	Within groups	616	1.0513	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.5495$ , Lyceum: $\bar{x} = 3.3855$ , Technical & Vocational School: $\bar{x} = 3.1081$ , Hotel & Catering School: $\bar{x} = 2.9676$				

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
51f	Between groups	3	22.0859	30.0077*
	Within groups	616	0.7360	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 1,5897$ , Lyceum: $\bar{x} = 1.8333$ , Technical & Vocational School: $\bar{x} = 2.2973$ , Hotel & Catering School: $\bar{x} = 2.5116$				
51g**	Between groups	3	4.0199	5.3673*
	Within groups	96	0.7490	
	Total	99		
<hr/>				
Lyceum: $\bar{x} = 3.5353$ , Technical & Vocational School: $\bar{x} = 3.6774$ , Hotel & Catering School: $\bar{x} = 4.5833$				
52	Between groups	3	0.8657	1.4548
	Within groups	617	0.5951	
	Total	620		
53a	Between groups	3	29.4003	24.4359*
	Within groups	616	1.2032	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.6923$ , Lyceum: $\bar{x} = 3.7115$ , Technical & Vocational School: $\bar{x} = 2.9122$ , Hotel & Catering School: $\bar{x} = 2.7907$				
53b	Between groups	3	10.2298	9.3287*
	Within groups	616	1.0966	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.0916$ , Technical & Vocational School: $\bar{x} = 2.5541$				
53c	Between groups	3	5.1805	5.7203*
	Within groups	616	0.9056	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 1.9451$ , Technical & Vocational School: $\bar{x} = 2.2568$ , Hotel & Catering School: $\bar{x} = 2.4186$				
53d	Between groups	3	0.8254	0.7583
	Within groups	616	1.0884	
	Total	619		
53e	Between groups	3	33.0070	28.6927*
	Within groups	616	1.1504	
	Total	619		
<hr/>				
Gymnasium: $\bar{x} = 3.3516$ , Lyceum: $\bar{x} = 3.2244$ , Technical & Vocational School: $\bar{x} = 2.3851$ , Hotel & Catering School: $\bar{x} = 2.7442$				

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
53f	Between groups	3	16.0967	17.2881*
	Within groups	616	0.9311	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 4.4542$ , Lyceum: $\bar{x} = 4.1474$ , Technical & Vocational School: $\bar{x} = 3.8176$ , Hotel & Catering School: $\bar{x} = 3.7442$			
53g	Between groups	3	0.6253	1.0120
	Within groups	616	0.6179	
	Total	619		
53h**	Between groups	3	1.2105	1.7328
	Within groups	85	0.6986	
	Total	88		
54	Between groups	3	2.9533	4.0167*
	Within groups	617	0.7353	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 2.7336$ , Technical & Vocational School: $\bar{x} = 3.0135$			
55a	Between groups	3	26.7601	24.1737*
	Within groups	616	1.1070	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 3.6813$ , Lyceum: $\bar{x} = 3.5449$ , Technical & Vocational School: $\bar{x} = 2.8919$ , Hotel & Catering School: $\bar{x} = 2.7674$			
55b	Between groups	3	14.1542	14.5141*
	Within groups	616	0.9752	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 3.4103$ , Lyceum: $\bar{x} = 3.2179$ , Technical & Vocational School: $\bar{x} = 2.8243$ , Hotel & Catering School: $\bar{x} = 2.7209$			
55c	Between groups	3	6.0889	7.1927*
	Within groups	616	0.8465	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 1.9963$ , Lyceum: $\bar{x} = 1.9295$ , Hotel & Catering School: $\bar{x} = 2.5581$			
55d	Between groups	3	1.7391	1.6590
	Within groups	616	1.0483	
	Total	619		



Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
55e	Between groups	3	38.9822	34.3413*
	Within groups	616	1.1351	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 3.4642$ , Lyceum: $\bar{x} = 3.2179$ , Technical & Vocational School: $\bar{x} = 2.3716$ , Hotel & Catering School: $\bar{x} = 2.8837$			
55f	Between groups	3	19.1675	18.3842*
	Within groups	616	1.0426	
	Total	619		
	<hr/> Gymnasium: $\bar{x} = 4.4505$ , Lyceum: $\bar{x} = 4.1346$ , Technical & Vocational School: $\bar{x} = 3.7635$ , Hotel & Catering School: $\bar{x} = 3.6512$			
55g	Between groups	3	1.5136	2.1521
	Within groups	616	0.7033	
	Total	619		
55h**	Between groups	3	2.0823	3.4053*
	Within groups	60	0.6115	
	Total	63		
	<hr/> Lyceum: $\bar{x} = 3.5000$ , Technical & Vocational School: $\bar{x} = 2.7143$			
56	Between groups	3	22.6146	47.8971*
	Within groups	617	0.4721	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 2.1277$ , Lyceum: $\bar{x} = 2.1923$ , Technical & Vocational School: $\bar{x} = 1.4122$ , Hotel & Catering School: $\bar{x} = 1.5349$			
57	Between groups	3	7.1126	22.5963*
	Within groups	617	0.3148	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 1.3431$ , Lyceum: $\bar{x} = 1.7628$ , Technical & Vocational School: $\bar{x} = 1.3716$ , Hotel & Catering School: $\bar{x} = 1.2326$			
58a	Between groups	3	2.8249	2.4029
	Within groups	617	1.1756	
	Total	620		
58b	Between groups	3	1.8887	2.5333
	Within groups	617	0.7455	
	Total	620		

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
58c	Between groups	3	1.8272	1.4311
	Within groups	617	1.2768	
	Total	620		
58d	Between groups	3	1.6156	1.2573
	Within groups	617	1.2849	
	Total	620		
58e	Between groups	3	1.3054	0.8957
	Within groups	616	1.4574	
	Total	619		
58f**	Between groups	3	0.5983	0.3042
	Within groups	33	1.9669	
	Total	36		
58g**	Between groups	3	8.4675	4.5185*
	Within groups	33	1.8740	
	Total	36		
<hr/> Gymnasium: $\bar{x} = 4.1875$ , Lyceum: $\bar{x} = 2.1111$				
58h**	Between groups	3	1.2840	1.7096
	Within groups	129	0.7510	
	Total	132		
61a	Between groups	3	6.5310	7.5376*
	Within groups	617	0.8665	
	Total	620		
<hr/> Gymnasium: $\bar{x} = 4.0985$ , Lyceum: $\bar{x} = 4.0513$ , Technical & Vocational School: $\bar{x} = 4.500$				
61b	Between groups	3	0.9840	2.4273
	Within groups	617	0.4054	
	Total	620		
61c	Between groups	3	0.5413	1.5156
	Within groups	617	0.3572	
	Total	620		
61d	Between groups	3	1.3669	3.0626
	Within groups	617	0.4463	
	Total	620		

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
61e	Between groups	3	1.6423	1.5859
	Within groups	617	1.0355	
	Total	620		
61f	Between groups	3	1.6087	2.2715
	Within groups	616	0.7082	
	Total	619		
61g	Between groups	3	0.5571	1.3176
	Within groups	617	0.4228	
	Total	620		
61h	Between groups	3	0.3728	1.2559
	Within groups	617	0.2968	
	Total	620		
61i	Between groups	3	0.5252	1.0202
	Within groups	617	0.5149	
	Total	620		
61j**	Between groups	3	0.0960	0.5266
	Within groups	121	0.1823	
	Total	124		
62	Between groups	3	0.5869	0.8649
	Within groups	616	0.6786	
	Total	619		
63a	Between groups	3	2.2318	3.2176*
	Within groups	617	0.6936	
	Total	620		
<hr/>				
Lyceum: $\bar{x} = 4.2308$ , Technical & Vocational School: $\bar{x} = 4.5135$				
63b	Between groups	3	8.5643	6.5427*
	Within groups	617	1.3090	
	Total	620		
<hr/>				
Gymnasium: $\bar{x} = 3.7628$ , Lyceum: $\bar{x} = 3.7756$ , Technical & Vocational School: $\bar{x} = 4.2500$				
63cI	Between groups	3	6.1999	5.6729*
	Within groups	617	1.0929	
	Total	620		
<hr/>				
Gymnasium: $\bar{x} = 3.9453$ , Lyceum: $\bar{x} = 3.9167$ , Technical & Vocational School: $\bar{x} = 4.5446$				



Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
63cII	Between groups	3	4.8352	5.1416*
	Within groups	617	0.9004	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 3.9416$ , Lyceum: $\bar{x} = 3.9551$ , Technical & Vocational School: $\bar{x} = 4.3041$			
63cIII	Between groups	3	6.0930	5.4968*
	Within groups	617	1.1085	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 3.7701$ , Lyceum: $\bar{x} = 3.8333$ , Technical & Vocational School: $\bar{x} = 4.1959$			
64a	Between groups	3	3.8853	6.8471*
	Within groups	617	0.5674	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 4.2920$ , Lyceum: $\bar{x} = 4.2179$ , Technical & Vocational School: $\bar{x} = 4.5743$			
64b	Between groups	3	3.9992	5.0302*
	Within groups	617	0.7950	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 4.0839$ , Lyceum: $\bar{x} = 4.0835$ , Technical & Vocational School: $\bar{x} = 4.3851$			
64c	Between groups	3	5.0719	6.5840*
	Within groups	617	0.7703	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 4.1131$ , Lyceum: $\bar{x} = 4.1090$ , Technical & Vocational School: $\bar{x} = 4.4730$			
65	Between groups	3	6.1950	9.1286*
	Within groups	617	0.6786	
	Total	620		
	<hr/> Gymnasium: $\bar{x} = 4.1569$ , Lyceum: $\bar{x} = 4.1090$ , Technical & Vocational School: $\bar{x} = 4.5473$			

Table 84A (continued)

QUESTION	SOURCE	D.F.	MEAN SQUARES	F
66a	Between groups	3	6.8005	10.4030*
	Within groups	617	0.6537	
	Total	620		
	<hr/>			
	Gymnasium: $\bar{x} = 4.1715$ , Lyceum: $\bar{x} = 4.1090$ , Technical & Vocational School: $\bar{x} = 4.5743$			
66b	Between groups	3	9.2079	12.9316*
	Within groups	617	0.7120	
	Total	620		
	<hr/>			
	Gymnasium: $\bar{x} = 4.0584$ , Lyceum: $\bar{x} = 3.9295$ , Technical & Vocational School: $\bar{x} = 4.4865$			
67a	Between groups	3	8.1677	9.6952*
	Within groups	617	0.8424	
	Total	620		
	<hr/>			
	Gymnasium: $\bar{x} = 4.2153$ , Lyceum: $\bar{x} = 4.1090$ , Technical & Vocational School: $\bar{x} = 4.6351$			
67b	Between groups	3	2.7765	3.2576
	Within groups	617	0.8523	
	Total	620		
	<hr/>			
67c	Between groups	3	6.4706	7.0994
	Within groups	617	0.9114	
	Total	620		
	<hr/>			
	Gymnasium: $\bar{x} = 3.9270$ , Technical & Vocational School: $\bar{x} = 4.3716$			
68	Between groups	3	12.3969	13.4280*
	Within groups	616	0.9232	
	Total	619		
	<hr/>			
	Gymnasium: $\bar{x} = 3.4982$ , Lyceum: $\bar{x} = 3.5128$ , Technical & Vocational School: $\bar{x} = 4.0541$ , Hotel & Catering School: $\bar{x} = 3.9535$			
69	Between groups	3	16.2919	15.9337*
	Within groups	612	1.0225	
	Total	615		
	<hr/>			
	Gymnasium: $\bar{x} = 2.5421$ , Lyceum: $\bar{x} = 2.5390$ , Technical & Vocational School: $\bar{x} = 3.0959$ , Hotel & Catering School: $\bar{x} = 3,3023$			

\* p <.05  
\*\* Open question

**Table 84B**  
**Test for Significance of Differences between the Views of Educators according to the Type of School they are Employed by Using the Cross Tabulation**

QUESTION	OPINION	% 1	% 2	% 3	% 4	% TOTAL	$\bar{x}$
12	Yes	27.2	19.8	18.0	4.5	69.6	17.40774*
	No	16.9	5.3	5.8	2.4	30.4	
	TOTAL	44.1	25.1	23.8	6.9	100.0	
	Yes	61.7	78.8	75.7	65.1		
	No	38.3	21.2	24.3	34.9		
	TOTAL	100.0	100.0	100.0	100.0		
	Yes	31.2	14.1	14.5	4.8	64.6	
	No	12.9	11.0	9.4	2.1	35.4	
	TOTAL	44.1	25.0	23.9	6.9	100.0	
	Yes	70.7	56.1	60.8	69.8		
	No	29.3	43.9	39.2	30.2		
	TOTAL	100.0	100.0	100.0	100.0		
47	a	39.0	22.9	17.7	4.2	83.7	37.04116*
	b	5.2	2.3	6.1	2.7	16.3	
	TOTAL	44.1	25.1	23.8	6.9	100.0	
	a	88.3	91.0	74.3	60.5		
	b	11.7	9.0	25.7	39.5		
	TOTAL	100.0	100.0	100.0	100.0		
	a	15.3	9.0	9.7	2.7	36.7	
	b	3.7	2.4	2.1	0.2	8.4	
	c	20.8	8.7	11.0	3.4	43.8	
	d**	4.3	4.8	1.1	0.6	11.0	
	TOTAL	44.1	25.1	23.8	6.9	100.0	
	a	34.7	36.7	40.5	39.5		
	b	8.4	9.6	8.8	2.3		
48	a	11.0	6.1	5.6	1.3	24.0	10.71012
	b	2.4	1.1	1.9	0.3	5.8	
	c	2.7	2.3	1.8	1.1	7.9	
	d	23.0	12.4	12.7	3.2	51.4	
	e**	5.0	3.2	1.8	1.0	11.0	
	TOTAL	44.1	25.1	23.8	6.9	100.0	



Table 84B (continued)

QUESTION	OPINION	% 1	% 2	% 3	% 4	% TOTAL	$\bar{x}$
59	Yes	43.8	23.3	23.2	6.6	96.9	13.82517*
	No	0.3	1.8	0.6	0.3	3.1	
	TOTAL	44.1	25.1	23.8	6.9	100.0	
	Yes	99.3	92.9	97.3	95.3		
	No	0.7	7.1	2.7	4.7		
	TOTAL	100.0	100.0	100.0	100.0		
60	Yes	32.7	16.9	19.2	4.1	73.0	7.78839
	No	12.9	7.1	4.6	2.7	27.0	
	TOTAL	45.3	24.0	23.9	6.8	100.0	

\* p <.05  
\*\* Open question

Appendix 8

PRESENTATION OF FINDINGS FROM THE INTERVIEWS

1. Findings from interviews with Senior Education Officers

Question 1

The years the interviewees have at the position of Chief or Senior Education Officer are shown in Table 85.

Table 85  
Years the Respondents are at the Position of Senior Education Officer

YEARS IN THE POSITION OF CHIEF OR SENIOR EDUCATION OFFICER	N	%
1	5	31.3
2	4	25.0
3	2	12.5
4	3	18.8
5	-	--
6	-	--
7	1	6.3
8	1	6.3
TOTAL	16	100.0

Question 2

The years in service in Education of the Senior Education Officers who were interviewed, are shown in Table 86.

Table 86  
Years in Service in Education of the Respondents

YEARS IN SERVICE	N	%
16 - 20	-	-
21 - 25	3	18.8
26 - 30	6	37.5
31 and over	7	43.8
TOTAL	16	100.0

Question 3

The opinion of the interviewees about the educational system of Cyprus as it is provided nowadays through Pre-Preliminary and Primary Schools, Gymnasia, Lyceums of Optional Subjects, Technical Schools – Technical Direction, Technical Schools – Vocational Direction and Hotel & Catering Schools, are shown in Table 87A, while their suggestions, as to why they think that this system needs changing, are shown in Table 87B.

**Table 87A**  
**SEOs’ Views on the Educational System of Cyprus**

OPINIONS	N	%
a. I believe that some changes need to be made, especially in Secondary Education	6	37.5
b. Certain changes are required in order for the system to be updated	3	18.8
c. Significant changes are certainly required	4	25.0
d. I think that the educational system of Cyprus as it is generally organised, satisfies the aims	3	18.8
TOTAL	16	100.0

**Table 87B**  
**SEOs’ Suggestions for Changes to the Educational System of Cyprus**

SUGGESTIONS	N	%
a. I would recommend the unification of Secondary Education, i.e. that of Lyceums, Technical, Vocational and Hotel & Catering Schools	8	50.0
b. Changes should be made in the organisation and the curriculum with the unification of Primary and Secondary Education, so that humanitarian studies could be provided in all the years of Primary and the first years of Secondary Education. In the last years of Secondary Education, specialised education should be offered for future vocational career	5	31.3
c. No suggestion	3	18.8
TOTAL	16	100.0



Question 4

The opinion of the interviewees regarding the function of Secondary Agricultural Schools in Cyprus are shown in Table 79A, while their views to justify their opinions are shown in Table 88B.

**Table 88A**  
**SEO's Opinions Regarding the Function of Secondary Agricultural Schools in Cyprus**

OPINIONS	N	%
Yes	10	62.5
No	6	37.5
TOTAL	16	100.0

**Table 88B**  
**SEO's Views to Justify their Opinions about the Function of Secondary Agricultural Schools in Cyprus**

VIEWS	N	%
a. As Cyprus is a traditional agricultural state, the agricultural sector must be promoted so that its economy would not only be based on sectors which are not economically stable	10	62.5
b. Cyprus needs well informed farmers. But. this is not a significant reason for the establishment of Agricultural Schools. This awareness could be offered through short local appropriate seminars	3	18.8
c. The contribution of the Agricultural sector in the economy of Cyprus is small in comparison to other sectors. and that is why such investments in Agriculture are not profitable	1	6.3
d. The economy of Cyprus should not be based on Agriculture, but on other more profitable sectors	2	12.5
TOTAL	16	100.0

Question 5

The views of the Senior Education Officers about what is in force today as regards the starting age in Primary education are shown in Table 89A. Their views regarding the duration of the various stages of basic education (Primary and Secondary) for the Cypriot children are shown in Table 89B (for Primary Education), in Table 89C (for Secondary Education - Gymnasia), in Table 89D (for Secondary Education - Lyceums), in Table 89E (for Secondary Education - Technical Schools - Technical Direction), in

Table 89F (for Secondary Education - Technical Schools - Vocational Direction), in Table 89G (for Secondary Education - Hotel & Catering Schools).

**Table 89A**

**SEOs' Views Regarding the Starting Age in Primary Education**

OPINIONS	N	%
a. I think that it would suit better the whole process of learning if the starting age in Primary Education was at six years of age	10	62.5
b. I think that the starting age in Primary Education as it is today. that is the age of 5 ½. is the most appropriate	4	25.0
c. I think that the age of 5. as starting age in Primary Education. is the most suitable. after having adapted the analytical programmes and through adequate training of teachers	2	12.5
TOTAL	16	100.0

**Table 89B**

**SEOs' Views Regarding the Duration of Primary Education**

VIEWS	N	%
a. The attendance of six years at the Primary School is considered as satisfactory	14	87.5
b. If the attendance in Primary School could be increased from six years to seven. I believe that this would be better for the education of children	2	12.5
TOTAL	16	100.0

**Table 89C**

**SEOs' Views Upon the Duration of Secondary Education – Gymnasia**

VIEWS	N	%
a. I think that the increase of attendance in Gymnasia from three to four years, would be better for the students	9	56.3
b. I entirely agree with the three years attendance in Gymnasia	7	43.8
TOTAL	16	100.0

**Table 89D**  
**SEOs’ Views Upon the Duration of Secondary Education – Lyceums**

VIEWS	N	%
a. I think that the decrease of attendance in Lyceums from three to two years, would be better for the students	6	37.5
b. I entirely agree with the three years attendance in the Lyceum	8	50.0
c. The duration of attendance in Lyceums should be increased to four years	2	12.5
TOTAL	16	100.0

**Table 89E**  
**SEOs’ Views Upon the Duration of Secondary Education - Technical Schools - Technical Direction**

VIEWS	N	%
a. I agree with the three years attendance in the Technical Direction of Technical Schools	11	68.8
b. The duration of attendance in the Technical Direction of Technical Schools should be increased from three to four years	2	12.5
c. I think that the decrease of attendance in the Technical Direction of Technical Schools from three to two years would be better	3	18.7
TOTAL	16	100.0

**Table 89F**  
**SEOs’ Views Upon the Duration of Secondary Education - Technical Schools - Vocational Direction**

VIEWS	N	%
a. I think that it would be better to decrease the attendance in the Vocational Direction of Technical Schools from three years to two	10	62.5
b. I agree with the three years attendance in the Vocational Direction of Technical Schools	6	37.5
TOTAL	16	100.0



**Table 89G**  
**SEOs' Views Upon the Duration of Secondary Education - Technical Schools -**  
**Hotel & Catering Schools**

VIEWS	N	%
a. I agree with the three years attendance in the Hotel & Catering Schools	11	68.8
b. The duration of attendance in the Hotel & Catering Schools should be increased from three to four years	2	12.5
c. I think that the decrease of attendance in the Hotel & Catering Schools from three to two years would be better	3	18.8
TOTAL	16	100.0

**Question 6**

The views of the Senior Education Officers about the compulsory education till the age of fifteen are shown in Table 90A, while their opinions about free education are shown in Table 90B

**Table 90A**  
**SEOs' Views about the Compulsory Education till the Age of Fifteen**

VIEWS	N	%
a. I absolutely agree with the compulsory education till the age of fifteen	11	68.8
b. I think that prolongation of the compulsory education till the age of 18 would have better results to the students' education	1	6.3
c. I disagree with the compulsory education. Only those who are interested to be educated should go to school	2	12.5
d. In general. I agree with the compulsory education till the age of fifteen. For those who are incapable to continue their studies in the Gymnasia. the State should take care of their employment according to their interests	2	12.5
TOTAL	16	100.0

**Table 90B**  
**SEOs' Views about Free Education**

VIEWS	N	%
a. I absolutely agree with free education	6	37.5
b. I disagree with free education for countries that are prospering, such as Cyprus. Free education should apply only to students having financial problems	10	62.5
TOTAL	16	100.0

**Question 7**

The opinions of the Senior Education Officers about the transfer of students from one basic level of education to another without examinations shown in Table 91A, while their suggestions about the form of appraisal, if there should be a form of appraisal, are shown in Table 91B.

**Table 91A**  
**SEOs' Opinions about the Transfer of Students from one Basic Level of Education to another without Examinations**

OPINIONS	N	%
a. I agree with the transfer of students from one basic level of education to another without examinations	5	31.3
b. I disagree with the transfer of students from one basic level of education to another without examinations	11	68.7
TOTAL	16	100.0

**Table 91B**  
**SEOs' Suggestions about the Form of Appraisal for Students**

SUGGESTIONS	N	%
a. I would suggest some sort of appraisal, at least for some basic subjects	11	68.8
b. No suggestions	5	31.3
TOTAL	16	100.0

Question 8

The opinions of Senior Education Officers about the subjects which are taught at Gymnasias are shown in Table 92A, while their opinions about the teaching periods allotted to them are shown in Table 92B. Their suggestions regarding the changes to the subjects which are taught at Gymnasias are shown in Table 92C, while their suggestions regarding the changes to the teaching periods allotted for them are shown in Table 92D.

Table 92A  
Subjects Taught at Gymnasias

OPINIONS	N	%
a. I think they are satisfactory	5	31.3
b. I think they are not satisfactory	11	68.7
TOTAL	16	100.0

Table 92B  
Subjects Taught at Gymnasias According to SEOs' Views

OPINIONS	N	%
a. I think they are satisfactory	4	25.0
b. I think they are not satisfactory	12	75.0
TOTAL	16	100.0

Table 92C  
Preferred Changes to be Brought to the Subjects Taught at Gymnasias by SEOs

SUGGESTIONS	N	%
a. The introduction of subjects that develop the students' mental development and more foreign languages to be taught	5	31.3
b. The introduction of the subjects of Sociology, Hygiene and Computers	4	25.0
c. The introduction of the subjects of Environmental Education and Hygiene as well as the subject of Computers	2	12.5
d. No suggestions	5	31.3
TOTAL	16	100.0



**Table 92D**  
**SEOs’ Suggestions Regarding the Changes to the Teaching Periods Allotted to Subjects which are Taught at Gymnasia**

SUGGESTIONS	N	%
a. Increase of the teaching period of Modern Greek and Foreign Languages	9	56.3
b. Increase of the teaching period of Modern Greek and Mathematics	3	18.8
c. No suggestions	4	25.0
TOTAL	16	100.0

**Question 9**

The opinions of Senior Education Officers about the existing sections of the Lyceums of Optional Subjects are shown in Table 93A, while their suggestions regarding the sections of the Lyceums of Optional Subjects are shown in Table 93B.

**Table 93A**  
**SEOs’ Opinions about the Existing Sections of the Lyceums of Optional Subjects**

OPINIONS	N	%
a. Yes. they satisfy the students’ educational needs	3	18.8
b. No. they do not satisfy the students’ educational needs	13	81.3
TOTAL	16	100.0

**Table 93B**  
**SEOs’ Suggestions regarding the Changes to the Sections of the Lyceums of Optional Subjects**

SUGGESTIONS	N	%
a. To increase the possibilities of choosing sections by choosing subjects and not a combination of subjects as the existing educational system foresees	10	62.5
b. I think that in order to completely satisfy the students’ needs the five sections should be increased to seven by the introduction of a Section of Physical Education and Section of Art/Music	1	6.3
c. There should exist sections adapted to the demands of our society. Unfortunately, in our days. our students are frequently obliged to look for the specialisation that interests them outside their school	2	12.5
d. No suggestions	3	18.8
TOTAL	16	100.0

Question 10

The opinions of Senior Education Officers about the subjects which are taught at the five sections of Lyceums of Optional Subjects (core, specialised, supplementary) are shown in Table 94A, while their opinions about the teaching periods of them are shown in Table 94B. Their suggestions regarding the differentiation to the subjects which are taught at the five sections of Lyceums of Optional Subjects (core, specialised, supplementary) are shown in Table 94C, while their suggestions regarding the differentiation to the teaching periods of them are shown in Table 94D

**Table 94A**  
**SEOs’ Opinions about the Subjects Taught at the Five Sections of Lyceums of Optional Subjects (Core, Specialised, Supplementary)**

OPINIONS	N	%
a. Yes, I agree	3	18.8
b. No, I disagree	13	81.3
TOTAL	16	100.0

**Table 94B**  
**SEOs’ Opinions about the Teaching Periods for the Subjects which are Taught at the Five Sections of Lyceums of Optional Subjects**

OPINIONS	N	%
a. Yes, I agree	3	18.8
b. No, I disagree	13	81.3
TOTAL	16	100.0

**Table 94C**  
**SEOs’ Suggestions Regarding the Differentiation to the Subjects which are Taught at the Five Sections of Lyceums of Optional Subjects (Core, Specialised, Supplementary)**

SUGGESTIONS	N	%
a. Decrease the core subjects and keep only those considered as of general education and develop the mental knowledge of students, Mathematics and Foreign Languages. Increase the specialised subjects, while the supplementary subjects should include lessons that develop certain inclinations like Music, Art, Theatre, Athletics	3	18.8

**Table 94C (continue)**

SUGGESTIONS	N	%
b. In the core subjects, keep only Modern Greek, History, Religious Education and Foreign Languages and add the subjects of Sociology, Environmental Education, Hygiene and Computers. Increase the specialised subjects and the supplementary subjects to include subjects that will bring up some talents of the students	3	18.8
c. In the core subjects, include only those that develop the mental knowledge of students, Mathematics, Computers and Foreign Languages. Increase the specialised subjects of every section and the supplementary subjects to include subjects which will develop some talents of the students	2	12.5
d. In the core subjects, include subjects of mental development of students, Mathematics and Foreign Languages. Increase the specialised subjects according to the needs of each section. Abolish the supplementary subjects	5	31.3
e. No suggestions	3	18.8
TOTAL	16	100.0

**Table 94D**  
**SEO's' Suggestions Regarding the Differentiation to the Technical Periods Allotted for the Subjects which are Taught at the Five Sections of Lyceums of Optional Subjects**

SUGGESTIONS	N	%
a. The teaching period for Modern Greek should be longer compared to other core subjects. Also the teaching period for specialised subjects should be increased. A small increase could be incurred for the supplementary subjects	5	31.3
b. The teaching period for core subjects should be decreased, while that of specialised subjects should be increased	6	37.5
c. The teaching period for core subjects should be decreased and that of specialised subjects should be increased. A small increase could be incurred for the supplementary subjects	2	12.5
d. No suggestion	3	18.8
TOTAL	16	100.0



Question 11

The opinions of Senior Education Officers whether the existing specialisations for Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools satisfy the needs of Cyprus in skilled manpower are shown in Table 95A, 95B and 95C respectively. Their suggestions regarding the changes they support for Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools in order to satisfy the needs of Cyprus in skilled manpower, are shown in Table 95D, 86E and 95F respectively

**Table 95A**  
**SEOs' Opinion whether the Existing Specialisations for Technical Schools – Technical Direction Satisfy or not the Needs of Cyprus in Skilled Manpower**

OPINIONS	N	%
a. Yes, they satisfy the needs of Cyprus in skilled manpower	9	56.3
b. No, they do not satisfy the needs of Cyprus in skilled manpower	7	43.8
TOTAL	16	100.0

**Table 95B**  
**SEOs' Opinion whether the Existing Specialisations for Technical Schools - Vocational Direction Satisfy the Needs of Cyprus in Skilled Manpower**

OPINIONS	N	%
a. Yes, they satisfy the needs of Cyprus in skilled manpower	11	68.8
b. No, they do not satisfy the needs of Cyprus in skilled manpower	5	31.3
TOTAL	16	100.0

**Table 95C**  
**SEOs' Opinion whether the Existing Specialisations for Hotel & Catering Schools Satisfy the Needs of Cyprus in Skilled Manpower**

OPINIONS	N	%
a. Yes, they satisfy the needs of Cyprus in skilled manpower	8	50.0
b. No, they do not satisfy the needs of Cyprus in skilled manpower	8	50.0
TOTAL	16	100.0

**Table 95D**  
**SEO's Suggestions Regarding the Changes they Support for Technical Schools -**  
**Technical Direction in order to Satisfy the Needs of Cyprus in Skilled Manpower**

SUGGESTIONS	N	%
a. New specialisations should be introduced to those already existing so that more opportunities are offered to the students. according to the needs of Cyprus in skilled manpower	5	31.3
b. The development and use of today's technology in technical professions imposes the need of change of the existing specialisations in the Technical Schools	2	12.5
c. No suggestions	9	56.3
TOTAL	16	100.0

**Table 95E**  
**SEO's Suggestions Regarding the Changes they Support for Technical Schools -**  
**Vocational Direction in order to Satisfy the Needs of Cyprus in Skilled Manpower**

SUGGESTIONS	N	%
a. New specialisations should be introduced to those already existing so that more opportunities are offered to the students, according to the needs of Cyprus in skilled manpower	5	31.3
b. No suggestions	11	68.8
TOTAL	16	100.0

**Table 95F**  
**SEO's Suggestions Regarding the Changes they Support for Hotel & Catering**  
**Schools in order to Satisfy the Needs of Cyprus in Skilled Manpower**

SUGGESTIONS	N	%
a. The development of tourism in Cyprus needs skilled manpower to the various sections of the tourist industry. Consequently, new specialisations should be included at the Hotel & Catering Schools	3	18.8
b. The existing specialisations at the Hotel & Catering Schools do not cover all the needs in skilled manpower at the tourist industry. Consequently, new ones should be introduced to supplement the existing ones	5	31.3
c. No suggestions	8	50.0
TOTAL	16	100.0

Question 12

The opinions of the Senior Education Officers about the subjects which are taught at Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools (general education and specialised) are shown in Table 96A, 96B and 96C respectively. Their opinions about the teaching period allotted to them are shown in Table 96D, 96E and 96F respectively. Their suggestions regarding alternative subjects to be taught at Technical Schools - Technical Direction, Technical Schools - Vocational Direction and Hotel & Catering Schools (general education and specialised) are shown in Table 96G, 96H and 96I respectively, while their suggestions regarding the differentiation to the teaching periods are shown in Table 96J, 96K, 96L respectively.

**Table 96A**  
**SEOs' Opinions about the Subjects Taught at Technical Schools - Technical Direction (General Education and Specialised)**

OPINIONS	N	%
a. Yes, I agree	10	62.5
b. No, I disagree	6	37.5
TOTAL	16	100.0

**Table 96B**  
**SEOs' Opinions about the Subjects Taught at Technical Schools - Vocational Direction (General Education and Specialised)**

OPINIONS	N	%
a. Yes, I agree	10	62.5
b. No, I disagree	6	37.5
TOTAL	16	100.0

**Table 96C**  
**SEOs' Opinions about the Subjects Taught at Hotel & Catering Schools (General Education and Specialised)**

OPINIONS	N	%
a. Yes, I agree	10	62.5
b. No, I disagree	6	37.5
TOTAL	16	100.0



**Table 96D**  
**SEOs’ Opinions about the Teaching Periods of the Subjects Taught at Technical Schools - Technical Direction**

OPINIONS	N	%
a. Yes, I agree	8	50.0
b. No, I disagree	8	50.0
TOTAL	16	100.0

**Table 96E**  
**SEOs’ Opinions about the Teaching Periods of Subjects Taught at Technical Schools - Vocational Direction**

OPINIONS	N	%
a. Yes, I agree	7	43.8
b. No, I disagree	9	56.3
TOTAL	16	100.0

**Table 96F**  
**SEOs’ Opinions about the Teaching Periods of Subjects Taught at Hotel & Catering Schools**

OPINIONS	N	%
a. Yes, I agree	7	43.8
b. No, I disagree	9	56.3
TOTAL	16	100.0

**Table 96G**  
**SEOs’ Suggestions Regarding the Differentiation to the Teaching Subjects Taught at Technical Schools - Technical Direction (General Education and Specialised)**

SUGGESTIONS	N	%
a. From the general education subjects, only Modern Greek, English, Mathematics and Introduction to Computers should remain, and add subjects related to the specialisation chosen by the students	2	12.5

Table 96G (continue)

SUGGESTIONS	N	%
b. The general education subjects should be limited to the minimum and increase the specialised subjects related to the specialisation chosen by the students	2	12.5
c. The general education subjects should be limited to the minimum	2	12.5
d. No suggestions	10	62.5
TOTAL	16	100.0

Table 96H  
SEOs’ Suggestions Regarding the Differentiation to the Teaching Subjects Taught at Technical Schools - Vocational Direction (General Education and Specialised)

SUGGESTIONS	N	%
a. From the general education subjects, only Modern Greek, English and Mathematics should remain	2	12.5
b. The general education subjects should be limited to the minimum and increase the specialised subjects related to the specialisation chosen by the students	2	12.5
c. The general education subjects should be limited to the minimum	2	12.5
d. No suggestions	10	62.5
TOTAL	16	100.0

Table 96I  
SEOs’ Suggestions Regarding the Differentiation to the Subjects Taught at Hotel & Catering Schools (General Education and Specialised)

SUGGESTIONS	N	%
a. From the general education subjects, only Modern Greek and the Foreign Languages should remain	2	12.5
b. The general education subjects should be limited to the minimum and increase the specialised subjects related to the specialisation chosen by the students	2	12.5
c. The general education subjects should be limited to the minimum	2	12.5
d. No suggestions	10	62.5
TOTAL	16	100.0

**Table 96J**  
**SEOs’ Suggestions Regarding the Differentiation to the Teaching Periods for Subjects Taught at Technical Schools - Technical Direction**

SUGGESTIONS	N	%
a. The teaching periods of general education subjects should be decreased except the subjects of Computers which should be increased. Also the teaching periods of specialised subjects should be increased	2	12.5
b. The teaching periods of specialised subjects should be increased	6	37.5
c. No suggestions	8	50.0
TOTAL	16	100.0

**Table 96K**  
**SEOs’ Suggestions Regarding the Differentiation to the Teaching Periods for Subjects Taught at Technical Schools - Vocational Direction**

SUGGESTIONS	N	%
a. The teaching periods of general education subjects should be decreased, and the teaching periods of specialised subjects to be increased, especially the training period for practice outside school (in industry)	2	12.5
b. The training period for practice outside school should be increased	4	25.0
c. The teaching periods of specialised subjects should be increased, as well as the training period for practice outside school (in industry)	3	18.8
d. No suggestions	7	43.8
TOTAL	16	100.0

**Table 96L**  
**SEOs’ Suggestions Regarding the Differentiation to the Teaching Periods for Subjects Taught at Hotel & Catering Schools**

SUGGESTIONS	N	%
a. The training period for practice outside school should be increased,	5	31.3
b. The teaching periods of specialised subjects should be increased, especially the training period for practice outside school (in industry)	4	25.0
d. No suggestions	7	43.8
TOTAL	16	100.0



Question 13

The views of Senior Education Officers for the existing educational system which foresees students choosing a section for Lyceums of Optional Subjects or a specialisation for Technical and Hotel & Catering Schools with pre-determined subjects, instead of the possibility of choosing separate subjects are shown in Table 97.

**Table 97**  
**SEO's Views whether the Existing Educational System which Foresees Students Choosing a Section for Lyceums of Optional Subjects or a Specialisation for Technical and Hotel & Catering Schools with Pre-Determined Subjects, serve better the Students, instead of the Possibility of Choosing Separate Subjects**

VIEWS	N	%
a. I absolutely agree with the existing educational system which foresees students choosing a section of subjects and not separate subjects	3	18.8
b. I agree with the existing educational system which foresees students choosing a section of subjects. Perhaps choosing separate subjects could be possible for a very limited number of subjects to reinforce some sections or specialisations	2	12.5
c. I disagree with the existing educational system. Students should have the possibility to choose independent subjects so that they may choose the subjects which interest them and will be useful for them in the future	11	68.8
TOTAL	16	100.0

Question 14

The views of Senior Education Officers regarding the way/s the educational level of students should be evaluated when they wish to be enrolled at a higher establishment or when they intend to work after they have completed their secondary education are shown in Table 98A and 98B respectively.

**Table 98A**  
**SEO's Opinions Regarding the Way/s the Educational Level of Students should be Evaluated when they Wish to be Enrolled at a Higher Establishment**

OPINIONS	N	%
a. By written examinations	5	31.3
b. By written examinations and interview	2	12.5
c. By introducing the General Certificate of Education, similar to that of GCE existing in the U.K.	2	12.5

Table 98A (continue)

OPINIONS	N	%
d. By taking into consideration the grade of the Leaving Certificate and by interview	5	31.3
e. Every higher educational establishment should define the criteria of evaluation and selection of its students	2	12.5
TOTAL	16	100.0

Table 98B  
SEOs’ Opinions Regarding the Way/s the Educational Level of Students should be Evaluated when they Intend to Work after they have Completed their Secondary Education

OPINIONS	N	%
a. By written examinations	1	6.3
b. By written examinations and interview	6	37.5
c. By introducing the General Certificate of Education, similar to that of GCE existing in the U.K.	2	12.5
d. By taking into consideration the grade of the Leaving Certificate and by interview	5	31.3
e. Every employer should define the criteria of evaluation and selection of his personnel	2	12.5
TOTAL	16	100.0

Question 15

The opinions of the Senior Education Officers regarding the ideal number of students in a classroom and in a school, so that education is applied properly are shown in Table 99A and 99B.

Table 99A  
SEOs’ Views on the Ideal Number of Students in a Classroom, so that Education is Applied Properly

OPINIONS	N	%
a. Up to 15	3	18.8
b. 16 - 20	9	56.3
c. 21 - 25	1	6.3

Table 99A (continue)

OPINIONS	N	%
d. 26 - 30	2	12.5
e. I think that the number of students in a classroom is not important to the procedure of learning. What is important is how a subject is presented	1	6.3
TOTAL	16	100.0

Table 99B  
SEOs’ Opinions Regarding the Ideal Number of Students in a School, so that Education is Applied Properly

OPINIONS	f	%
a. Up to 400	2	12,5
b. 401 - 600	3	18,8
c. 601 - 800	8	50,0
d. 801 - 1000	2	12,5
e. The number of students in a school is not important to the procedure of learning. What is important is the way a school is administrated	1	6,3
TOTAL	16	100,0

Question 16

The opinions of the Senior Education Officers regarding the trend of Cypriot students to follow private lessons in various subjects outside school, which are already taught at their school are shown in Table 100A. Their opinions whether this phenomenon can be restricted are shown in Table 100B, while their suggestions for measures for this phenomenon to be restricted are shown in Table 100C.

Table 100A  
SEOs’ Opinions Regarding the Trend of Cypriot Students to Follow Private Lessons in Various Subjects outside School, which are Already Taught at their School can be Restricted

OPINIONS	N	%
a. The trend of Cypriots to further their studies after completion of their secondary education	3	18.8



Table 100A (continue)

OPINIONS	N	%
b. The competition which exists between Cypriot students for a position at a higher institution	9	56.3
c. The inefficiency of some educators to teach their subjects	1	6.3
d. The inefficiency of the Cypriot educational system	1	6.3
e. It's a trend, since in Cyprus one is copying the other	2	12.5
TOTAL	16	100.0

Table 100B  
SEOs' Opinions whether the Trend of Cypriot Students to Follow Private Lessons in Various Subjects outside School, which are Already Taught at their School, can be Restricted

OPINIONS	N	%
a. Yes	10	62.5
b. No	6	37.5
TOTAL	16	100.0

Table 100C  
SEOs' Suggestions Regarding the Restriction of the Trend of Cypriot Students to Follow Private Lessons in Various Subjects outside School, which are Already Taught at their School

SUGGESTIONS	N	%
a. The results of the school leaving examinations should be taken into consideration for the students' admission to higher institutions	3	18.8
b. Extend the period of students being at school. At the last classes of the secondary education, the students should follow subjects that are only related to their interests	5	31.3
c. Students should pass specific examinations for acquiring the Cypriot Certificate of Education	1	6.3
d. Change the educational system of Cyprus and the teaching methods	1	6.3
e. No suggestions	6	37.5
TOTAL	16	100.0

Question 17

The opinions of Senior Education Officers about the view of Officials of the Ministry of Education and Culture that the educational system of Cyprus has to be prepared for the expected admission of Cyprus to the European Union are shown in Table 101.

**Table 101**  
**SEOs' Opinions about the View of Officials of Ministry of Education and Culture that the Educational System of Cyprus has to be Prepared for the Expected Admission of Cyprus as a Member of the European Union**

OPINIONS	N	%
a. I completely agree with this view. It is not possible to look forward to the admission of Cyprus as a member of the European Union without adequately preparing our youngsters for this admission, through education	14	87.5
b. I do not agree with this view. Every country has its own social characteristics which should not be changed for the sake of cooperation with other countries or for coalitions with other countries.	2	12.5
TOTAL	16	100.0

Question 18

The suggestions of Senior Education Officers about the changes that should be carried out to the educational system of Cyprus, in order to be prepared for the expected admission of Cyprus as a member of the European Union are shown in Table 102.

**Table 102**  
**SEOs' Suggestions about the Changes that should be Carried out to the Educational System of Cyprus in order to be Prepared for the Expected Admission of Cyprus as a Member of the European Union**

SUGGESIONS	N	%
a. After having taken into consideration the analytical programmes of other European countries, our educational system should include subjects of international understanding and cooperation as well as subjects of environmental training. It should also make use of the modern technology in all subjects. However, these changes should not affect the subjects related to some particularities of our country, such as religion and our national identity	6	37.5
b. Start immediately the training of the existing educators in subjects of European Union and contemporary methods of teaching. The criteria of employing new educators should be stricter than the existing. Add in the curriculum of schools to the teaching of other foreign languages as well as subjects which promote international understanding, tolerance and cooperation. The teaching of computers should also be expanded	4	25.0

Table 102 (continue)

SUGGESTIONS	N	%
c. Within the frame-work of some changes, subjects on European history geography and literature should be added, as well as environmental subjects. The teaching of foreign languages should be reinforced as well as that of computers. Educators should use contemporary teaching methods	4	25.0
d. No suggestions	2	12.5
TOTAL	16	100.0

Question 19

The views of the Senior Education Officers regarding the subjects of this interview are shown in Table 103.

Table 103  
SEOs' Views Regarding the Subjects of this Interview

VIEWS	N	%
a. Social changes may be carried out only through education. Consequently, every attempt to investigate the educational problems and trace a new upgraded educational offer, should be supported wholeheartedly	4	25.0
b. No educational research can bring the expected change unless the educators are convinced to change their method of teaching and to implement a check on their contribution.	3	18.8
c. Every educational research has its own value and contribution. Consequently, the outcome of every educational research should go to the persons responsible for the educational policy so this in order to be evaluated accordingly.	2	12.5
d. No view has been expressed	7	43.8
TOTAL	16	100.0



## 2 Findings from the Interview with the Minister of Education and Culture of Cyprus

### Answer to question 1

(Question: Mrs Angelidou, you are a person with rich social and spiritual life. You were an educator, a member of the Parliament, a well known poetess and now you are the Minister of Education and Culture. What does it mean for you to be in charge of the Ministry of Education and Culture of the Republic of Cyprus?)

I undertook with apprehension the position of the Minister of Education and Culture. I accepted this position because I believe that Education and Culture are two inter-related subjects. It is not possible for a non-educated nation to create culture. This task needs hard work, although it is nice and offers moral satisfaction when one's childhood visions are accomplished. Of course neither Education nor Culture are endless. Consequently, one has to fight during all his/her life for these remarkable things.

### Answer to question 2

(Question: You have served in various Secondary Schools of Cyprus as a humanities teacher, as an assistant headteacher and as a headteacher. How many years have you served the education of Cyprus?)

I started working as a humanities teacher under very difficult circumstances, the period of 1955-59.

In 1956, I was appointed at the Greek Gymnasium of Yialousa, with my late husband, Nico Angelides. I worked until 1959. From 1959 until the Turkish invasion in 1974, I worked as a teacher and an assistant headteacher at the Gymnasium for Girls of Famagusta, the school where I studied. After the invasion, I became a refugee and worked at the Fifth Gymnasium of Limassol (then renamed Lanition Lyceum B'), as an assistant headteacher and headteacher for 17 years, with a break of two years when I offered my services as headteacher at the Gymnasium of Peter & Paul and at the Gymnasium of Lefkara. In total, I served education with passion for 35 years.

### Answer to question 3

(Question: What are your views on the educational system of Cyprus as it is organised now through Pre-Primary and Primary Schools, Gymnasias, Lyceums of Optional Subjects and Technical - Vocational - Hotel & Catering Schools? Please support your answer).

Education has always been considered as a vital social function, by which society transfers its knowledge to the coming generations. "Education has always been considered as a port where the human being may take refuge in" as the Ancient Greeks said and "sapientia et sua et docendi causa" (Wisdom becomes the cause to look for knowledge) as the Latin said.

Of course, today the view which prevails is that education consists an indispensable tool to shape the future, or even that education is the means leading towards the future with

safety, since it takes advantage of the prevailing social trends and avoids various dangers. Finally, education, through its assistance towards the individual and societies, makes them competent towards new challenges.

In Cyprus, our educational system is organised in such a way as to offer:

- (a) To offer the possibility to be the key for progress
- (b) To have the possibility to apply new trends and innovations.
- (c) To promote principles like moderation, acceptance, mutual understanding and in general all that principles which put strong foundations so that peace prevails.
- (d) To maintain our Greek identity.

Expanding on the above, I would like to mention that the Cypriot educational system contributes to the formation of well trained and creative citizens, capable of adapting to the new technologies and serving the economy of their country.

Through the innovations that the Cypriot education has introduced and is planning to introduce, it coordinates more and more as the time passes with Europe so that it has enough common educational programmes and common targets with Europe.

Finally, the Cypriot education aims to create responsible citizens who will maintain their Greek identity and be open to other cultures as well, citizens who will be dedicated to the progress of the society.

#### **Answer to question 4**

**(Question:** Would you support the functions of Secondary Agricultural Schools in Cyprus? Please justify your answer.)

The function of autonomous Agriculture Schools in Cyprus is neither possible nor intended because of the small size of the Republic of Cyprus and its relatively small in total number of students at the Lyceums. On the other hand, I support, and I have already promoted this idea, to include that specialisation in the programme of a new type of school (Comprehensive Lyceum), under the perspective to be generalised.

#### **Answer to question 5**

**(Question:** What is your opinion about what is in force today as regards the starting age in primary education and the duration of the various stages of basic education (Primary and Secondary) for the Cypriot children?)

The studious maturity of every child depends on two basic factors: inheritance and the educational - cultural environment, where he/she grows. Depending on those two factors, not all children of the same age, are ready for their first reading and writing. Though, it seems very difficult to change the age of admitting children at the A' elementary class, depending on their maturity. Experience has shown that the age of 5½, which is the age we accept in our days children at elementary school, creates to some problems which affect them during all their studious life.

For this reason, we are considering to delay the age limit of accepting children at elementary schools at least by two months. Since I believe in the great importance of the pre-elementary education, I am convinced that a very important innovation that should be carried out at our educational system is that the compulsory education should be expanded downwards, that is to add another compulsory year at the pre-elementary



education. The other stages of basic education should remain as they are.

### **Answer to question 6**

**(Question:** Which is your position about the compulsory education till the age of fifteen and free education?)

Of course I am for compulsory education of children up to the age of fifteen, and free education. This will contribute to the coherence of the Cypriot society, since its future citizens will acquire a common basic status of education and development. In addition, free education will contribute to a great extent to our youngsters' equal educational opportunities and thus it will promote their talents, inclinations and possibilities.

### **Answer to question 7**

**(Question:** Do you agree with the policy applied nowadays regarding the transfer of students from one basic level of education to another without examinations? If not what sort of criteria/assessment methods should be used?)

I agree with this practice. In order to be precise, evaluation is not absent. It is continuous and current in elementary education. At gymnasia - lyceums - technical schools evaluation is selective, since at the end of the scholar year, the June written examinations require that the students have acquired some knowledge for their promotion to the next grade.

### **Answer to question 8**

**(Question:** The subjects which are taught at Gymnasia and their teaching periods allotted to them satisfy the objectives of a contemporary educational system or would you support some changes? If you support some changes, which are your suggestions?)

In gymnasia, the subjects are satisfactory as regards their content and standard, especially after the recent renovation of their Analytical Programme (introduction of the subjects of Design - Technology, Health, Elements on Computers etc).

### **Answer to question 9**

**(Question:** Please explain your views regarding the existing educational system which foresees students to choose a section for Lyceums or a specialisation for Technical - Vocational - Hotel & Catering Schools, with pre-determined subjects as opposed to the possibility of students choosing separate subjects.)

The answer to this question is in the introduction for the type of Comprehensive Lyceum on a trial basis. We dedicated a lot of thought on this subject, and decided to implement it, on a trial basis. The existing system was inflexible and led to restrictions and dead ends.

### **Answer to question 10**

**(Question:** With which manner or manners do you think that the educational level of students should be



evaluated when they wish to be enrolled at a higher establishment or when they intend to work after having completed their secondary education?)

As it is known, the placements offered for attending public High and Higher Educational Institutes, in Cyprus as well as in Greece, are limited. Consequently, there is the need of selecting those who will take up these placements.

To this date, this selection is made through examinations, which are organised by the Ministry of Education (Examinations Service) immediately after the School Leaving-Certificate Examinations.

The Ministry of Education considers the possibility of establishing a Unified System of Examination for a placement at the High and Higher Educational Institutes of Cyprus and Greece, so as to avoid the double examination of the candidates for their introduction to Higher Educational Institutes in such a sort time. The examination of an individual who is applying for a job, remains to the person who will employ him.

### **Answer to question 11**

(Question: How do you explain the trend of Cypriot students to follow private lessons in various subjects outside school, which are already taught at their school? Do you think that this phenomenon can be restricted? If yes, which are the measures that you suggest?)

Actually there is a strong tendency for students of all grades to follow private lessons. A number of these students are justified due to the fact that they follow private lessons in order to acquire more knowledge or additional qualifications. However, the bulk of students follow such lessons because of the system which selects candidates for the High and Higher Educational Institutes in Cyprus and Greece. Since the above Institutes accept not just those students who have successfully passed the examinations but those who have come first to the rank of success, the candidates inevitably fall to a lot of competition. This competition produces and reinforces this trend. The trend will be tremendously limited if in the future the above Institutes accept all those who just succeeded with the examinations.

### **Answer to question 12**

(Question: You very often stress that the educational system of Cyprus has to be prepared for the "Challenge of Europe", as Cyprus wishes to be a full member of the European Union. How do you explain the meaning "European Challenge" and what does it mean for the educational system of Cyprus?)

The "European Challenge" is a challenge to improve our educational standards in quality, to renovate the whole educational system and to change our mentality. Our graduates should be in a position to compete with European students of the same age in knowledge, foreign languages, skills and self-enlightenment, without weakening the feeling that they belong to the Greek nation. Summarizing, I would say that Europe demands from the youngsters (and from all of us as well) more work, more techniques, more efficiency, so that we will not be lost in the huge melting-pot. On the contrary, we have to offer all our competence to this colossus under formation, in order to acquire leading positions.

### **Answer to question 13**

**(Question:** If you believe that the general objectives of education of Cyprus are served by the admission of Cyprus as a full member of the European Union, which measures must be taken in your opinion so that the educational system of Cyprus can be suitably adapted to the principles of the European Union?)

Let's not forget that an actual unified European educational model does not exist. The European Union has allowed the partially country-members to determine and function their own model. Only for the Technical Education it has foreseen certain prescriptions. Of course, Cyprus has a well-known particularity of rolling together with the already existing active member of the European Union, Greece, in the field of education and thus we avoid any big deviations. But we must not forget that we have already adopted some principles or guidelines of the European Union, such as compulsory and free education, the provision of equal educational opportunities to disabled students, etc.

### **Answer to question 14**

**(Question:** Please mention anything you need to add in relation to the subject of this interview.)

In conclusion, I would say that the margins for improving ourselves can never be exhausted and I agree with Dewey who expressed the well-known phrase: "Life is development, education is life, consequently education is a continuous development".

## **3 Findings from the Interview with the Head of Delegation of the E.U. Commission to Cyprus**

### **Answer to question 1**

**(Question:** Since when have you been representing E.U. in Cyprus?)

I have been representing E.U. in Cyprus since the 20th of December 1994.

### **Answer to question 2**

**(Question:** Can you evaluate the education standards in Cyprus compared to with those of other European countries?)

I can evaluate the education standards in Cyprus only as an impression. Your level of education is one of the highest according to what I read some time ago. You are the third country in the world for the number of the students abroad. Third after the Canada and Japan, I think. But sometimes, I believe, it is a disadvantage for small countries as Cyprus to have so high percentage of high educated people. It is very difficult for all of them to be employed in the proper job. A huge number of your students fight for a diploma, going to Greece, the United Kingdom, sometimes to France, or elsewhere, spending a lot of money. When they return home they do not find the proper position according to their qualifications, they remain unemployed or part timely employed, while other jobs, which do not need highly educated persons remain without the necessary manpower. I also want to add that I have noticed that your schools have lack of technology facilities, something which decreases the offer of education towards



students. I think that subjects which are connected with contemporary technology must be introduced to your schools.

### **Answer to question 3**

**(Question:** Do you think that the E.U. targets for constructive cooperation and more strengthening of the bonds between various countries are achieved through the development of a common policy in various subjects of the social and economical life? Please explain your views.)

The E.U. can be considered as a single market. There is not much cooperation between member states for the moment. The existing cooperation between the state - members gives the feeling that there is an inter-government which determines a common policy for all the members. But this is not true. Every state has its own policy and many changes have to be forwarded for a closer cooperation. On the other hand, there are institutions within the E.U. which promote an integrated cooperation, deploring decisions which do not lead towards strengthening the bonds between the members. These institutions try to apply a number of inter-policies, especially in social subjects, such as the environment, transport, and of course education and culture. A development of a more common policy in various subjects of the social and economical life surely will bring European people together and a better European world will be constructed, a peaceful world, without oppositions or conflicts.

### **Answer to question 4**

**(Question:** Please give your opinion on the measures applied until today in education in the E.U., according to its aims and policy.)

Significant measures have been taken by the E.U. for education until today. By these, it tries to promote exchanges of teachers, students and generally young people in order to help them become more effective towards their professions, lessons, or their jobs. An attempt also started for the recognition of diplomas offered by the educational establishments of the various European countries. So, apart from the internal educational policy of every country, an external educational policy started to exist as well. This external education policy aims, apart from the exchange of people, to establish such programmes, so as to broaden the knowledge of history, geography, literature, especially the European, and technology, something which will bring the people of Europe closer, cooperating for prosperity and peace.

### **Answer to question 5**

**(Question:** Do you think that the general aims of E.U. would have been more effective through a broader cooperation in all educational grades between the various European countries? What is your point of view about it?)

Surely the general aims of the E.U. can be accepted and applied more easily through a broader cooperation in all educational grades between the various European countries. Recently, by the Maastricht Treaty, the European Dimension in Education has broadened and strengthened. People come more close through education. The European Dimension in Education is based on principles aiming to the recognition that all people have exactly the same equal rights. The help towards people in need all over the world



is huge. The E.U. is the biggest donor of humanitarian aid. What has already be done in the sector of education is very significant. I do not think that we can go further, by establishing a unique common educational system for all European countries, as a lot of people support. We have to remember that every country has its own national identity.

### **Answer to question 6**

**(Question:** Recently, very often, officials of the Ministry of Education and Culture stress that education in Cyprus has to prepare for the "Challenge of Europe", as Cyprus wishes to be a full member of the European Union. What is your interpretation to the term "Challenge of Europe" and which measures must be taken in your opinion so that the educational system of Cyprus be suitably adapted to the principles of the European Union?)

The term "Challenge of Europe" is a compound term which contains many elements. Elements which are connected mainly with principles and ideals. "Challenge of Europe" is a culture, a mentality, a progress, a prosperity. It is a philosophy which is directly connected with active life. As Cyprus belongs to Europe, it has common history, common culture, common future with the other European countries. So very correctly the Officials of the Ministry of Education and Culture stress that education in Cyprus has to be prepared for the "Challenge of Europe", since Cyprus wishes to be a full member of the European Union. It is very important for Cypriots, first of all, to understand the fundamental principles on which the E.U. is based. That is the philosophy of Europe, how the E.U. is organised and works, the community legislation, how its economy is organised, how the community market works. Your schools must now adapt the philosophy of the E.U., they must introduce subjects such as European History and Geography, European Organisations, more Foreign Languages, Environment Protection, Science and Technology. The more people of Cyprus understand how the E.U. works, the more ready they will be to enter the E.U.

### **Answer to question 7**

**(Question:** Please mention anything you need to add in relation to the subject of this interview.)

As Cyprus belongs to Europe, one day you will meet the European Union. Your national philosophy, as it has developed through your history, is very near to the philosophy of E.U. But the initiative to join Europe must not come from Brussels, but from you. Help yourself in order to be ready for this join, and E.U. will help you.